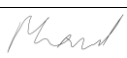




# Chester Blue Coat CE Primary School

## Behaviour and Relationships Policy

Date policy last reviewed: September 2025

| In Consultation With |                                                                                                   |                       |
|----------------------|---------------------------------------------------------------------------------------------------|-----------------------|
| Date Agreed          | Name                                                                                              | Position              |
| September 2025       | Matthew Hover  | Headteacher           |
|                      | Paul Brand     | Safeguarding Governor |
|                      | Chris Mann     | Chair of Governors    |
| Date for Review:     | September 2027                                                                                    |                       |

## **Behaviour and Relationships Policy**

Chester Blue Coat is a caring, Christian family, which encourages, values and celebrates the views and actions of children, underpins the promotion of positive relationships and a happy, safe environment, in accordance with our school vision – ‘Doing everything in love, go and do likewise.’

At Chester Blue Coat, we teach happiness. At a time when children’s level of stress, anxiety and depression are rising, it has never been more important for teachers to teach children the skills they need to look after their own mental health and well-being. Evidence shows that happier people not only perform better in school, but also enjoy healthier relationships, are generally more successful and even live longer. We prioritise children’s happiness and well-being as a fundamental part of their education experience. This policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We believe that a positive school climate will enhance teaching and learning. A positive school climate will foster cooperation, willingness and responsibility thus building a sense of family. The school family is held together through communication skills, which are taught during conflict moments and in the classroom through active learning lessons.

Our primary aim is that every member of Chester Blue Coat CE Primary School community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school behaviour and relationships policy is designed to support the way in which all members of the community can live and work together in a supportive way. It aims to promote an environment where everyone feels safe and secure.

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

### Our beliefs

1. Behaviour can change and every child can be successful.
2. Positive, targeted praise is more likely to change behaviour than blaming and punishing.
3. Reinforcing good behaviour helps children feel good about themselves.
4. An effective reward system and celebrating success helps to further increase children’s self-esteem enabling them to achieve even more.
5. Understanding each child’s needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
6. When the adults change, everything changes.

### Aims

1. Ensure a consistent and calm approach to and use of language for managing behaviour;
2. Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
3. Ensure that all adults take responsibility for behaviour and follow-up any issues personally; □ to promote the use of restorative approaches in place of punishments;
4. Promote pupils’ self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;

5. Ensure our pupils are polite, happy and considerate of others' feelings;
6. Encourage our pupils to respect their own and others' property; foster good citizenship and self-discipline;
7. Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast and After School clubs, we aim to:

1. Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
2. Teach strategies for children to solve conflicts peacefully and with forgiveness;
3. Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
4. Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
5. Enable children to recognise, understand and respond to a range of feelings;
6. Develop vocabulary to enable children to express feelings verbally rather than physically;
7. Promote equal opportunities and instil a positive attitude towards differences;
8. Promote an ethos of peer support;
9. Ensure the atmosphere in the classroom environment is conducive to learning;
10. Ensure children are aware of the consequences of their words and actions towards themselves and others.

**Adult behaviours create children's responses and behaviours.**

**It is the everyday habits of adults  
that provoke a  
change in pupils' behaviour.**

**Behaviour for Learning: The Blue Coat Way**

**Be Ready, Be Safe and Be Kind**

Our school has three simple rules: 'Be Ready, Be Safe and Be Kind, generated through discussions with staff, pupils and parents and which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

## Five pillars of our practice

1. Consistent, calm adult behaviour.
  - Don't shout or respond emotionally to poor behaviour.
  - Responses are always rational and planned.
  - Adult behaviour is deliberately modified to make the team effort consistent.
  - Your model of being a rounded human being does a lot of the heavy lifting.
2. First attention for best conduct.
  - You will get more of the behaviour you notice the most. Identify, often loudly, sometimes subtly, the behaviour we want to see and acknowledge it. Bury the children in positive affirmations and acknowledgements and the climate of the lesson will begin to take shape. The fastest way to get a class of children to settle is to praise the behaviour you want to encourage. It is easy to bounce from "I appreciate that, Sam" to "Great, right place first time, Karen" to "Max, you're going straight on the board of fame for that, thank you."
  - School culture shifts when the focus shifts to the 95% of children who come every day, who do the right thing, who are honest, disciplined and diligent.
  - Recognition mechanisms are used in every lesson to acknowledge effort, not achievement.
  - Positive notes and positive phone calls are huge wins for minimal effort.
3. Relentless routines.
  - Meet and greet at the door of every classroom and position non-teaching colleagues strategically throughout the school. Nurture starts at the school gate and the classroom door, but shaking hands with students now feels like a tale from the old country. The COVID-19 interruption to our lives, and the physical distancing that has accompanied it, means that things have changed in recent times, you would be more likely to run a successful CPD session on thinking hats than you would to shake hands with every child. What was formerly a great way to meet and greet or now be a safeguarding concern. We need to adapt them for socially distanced times, but the principles of meet and greet still apply. The connection may not be physical, no more handshakes, fist bumps or high fives, but we can still have fun:
    - air high 5
    - bowing graciously
    - cheesy double thumbs up
    - elbow bump
    - foot tap
    - hand on heart shake
    - Namaste
    - salute
    - Sign language good morning
    - special dance
    - wave
    - or just a smile
  - The rules are limited to 3 words: ready, safe, kind.
  - Deliberate teacher routines are designed to make transitions easy for everyone (e.g. calling the class to silence, signals for the start of a task/end of a lesson, transition rituals).

#### 4. Scripting difficult interventions.

- Interventions are designed so that staff can hold the boundaries while staying calm.
- Rational steps to address poor behaviour include scripted interventions and planned conversations.
- Consistent use of the 30 second intervention script by all adults.

The 30 second script is a basic intervention that can be easily adapted:

- I noticed that you are ... (identify the behaviour)
- You broke our rule about... (connect the behaviour to the rule)
- You have chosen to... (map out the consequence)
- Do you remember last week / yesterday / 5 minutes ago when you did brilliantly? That is the conduct I need to see from you today... (refer back and reframe)
- Thank you for listening. Walk away and don't look back, then give the child some take up time.

#### Assertive Redirection

If the conversation is a redirection rather than a restoration, then it can still hold up the mirror successfully. As we are moving from just 'telling off' towards a restorative model. then the following questions might be a useful staging post:

- I need to talk to you about our ready, safe, kind rule.
- You know the routine for ...
- You could make this right by ...
- Where in the room would you learn best?
- Let's focus on what is going to happen next.
- I don't expect I will need to speak to you again. You look ready to work.

#### 5. Restorative follow up – reconciliation.

- Restorative conversations are chosen for incidents that need restoration.
- Relation of paths out of difficult events are preferred to punishment roads.
- Pupils get what they need, not just what they deserve.
- Forgiveness is at the heart of all restorative conversations.

#### Restorative practice questions – the essential eight

1. What happened?
2. What were you thinking at the time?
3. What have your thought been since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

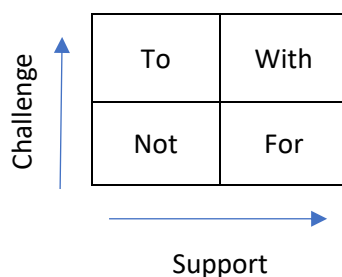
When conflict occurs in school, as it naturally will, we need to give pupils and staff opportunities to have the best possible chance of getting back on track. They need:

- a chance to tell their side of the story, their unique perspective and account of what happened
- the chance to express their thoughts and feelings, again from their perspective
- an opportunity to understand the perspectives of others and the impact of the behaviour in question on everyone
- the space to think about how to prevent a recurrence of the behaviour
- the opportunity to accept responsibility for the harm caused
- the chance to come up with a plan to meet these needs and move forward
- the chance to explore issues of reintegration as part of moving forward

If children have learned to avoid taking any real responsibility for their actions, consider mixing in:

- What was unusual about today's lesson / incident?
- Why do you think things went wrong?
- What would make it easier for us to work together?
- What would make the next lesson go well?
- Where do we go from here?
- Who could help us with the next steps?
- If you had the lesson again, what would you change?

When we say support, we don't mean packages of 'support' – interventions and so on. we mean behaviours that are encouraging, that show empathy and offer nurture, that are compassionate, kind and respectful, and show forgiveness and ways to move forward. We position ourselves alongside pupils when they need us.



Chester Blue Coat uses the principles of Conscious Discipline, to teach the children key skills linked to positive behavioural values:

| Skill                                                                 | Power                                          | Value     | Purpose                                       | Brain Smart Tips                                     | Emotional Development                               | Key Phrases                                           |
|-----------------------------------------------------------------------|------------------------------------------------|-----------|-----------------------------------------------|------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
| <b>Composure</b><br>Being the person you want your children to become | <b>Perception</b><br>No one can make you angry | Integrity | Remain calm and teach children how to behave. | The brain functions optimally in a safe environment. | Anger management is integral for social competence. | S – Stop<br>T – Take a breath<br>A – And<br>R – Relax |

| Skill                                                             | Power                                                               | Value                    | Purpose                                                     | Brain Smart Tips                                                      | Emotional Development                                          | Key Phrases                                                               |
|-------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------------------|
| <b>Encouragement</b><br>Building the school family                | <b>Unity</b><br>We are all in this together                         | Interdependence          | Create a sense of belonging.                                | Social successes prime the brain for academic successes.              | Relationships are the motivation for learning.                 | You did it!<br><br>You _____ so _____.<br>That _____ was helpful.         |
| <b>Assertiveness</b><br>Setting limits respectfully               | <b>Attention</b><br>What you focus on, you get more of              | Respect                  | Set limits and expectations.                                | Telling children what to do aligns their bodies with their willpower. | Healthy boundaries are essential for all relationships.        | Did you like it?                                                          |
| <b>Choices</b><br>Building self-esteem and willpower              | <b>Free Will</b><br>The only person you can make change is yourself | Empowerment              | Empowers children while setting limits.                     | Choice changes brain chemistry.                                       | Building self-esteem and willpower reduces impulsivity.        | You _____ may _____ or _____. What is _____ your choice?                  |
| <b>Positive Intent</b><br>Creating teaching moments               | <b>Love</b><br>See the best in others                               | Diversity                | Create teachable moments especially for difficult children. | Thoughts physically alter cells in the body.                          | Positive intent improves self-image and builds trust.          | You wanted _____.<br>You _____ may _____. When you want _____, say _____. |
| <b>Empathy</b><br>Handling fussing and fits                       | <b>Acceptance</b><br>The moment is as it is                         | Compassion / Forgiveness | Help children accept & process feelings.                    | Empathy wires the brain for self-control and higher cognition.        | Empathy is the heart of emotional intelligence.                | You _____ seem _____.<br>Something _____ must have happened.              |
| <b>Consequences</b><br>Helping children learn from their mistakes | <b>Intention</b><br>Mistakes are opportunities to learn             | Responsibility           | Help children reflect on their choices and change.          | The brain thrives on feedback.                                        | Consequences help children learn cause & effect relationships. | If you choose to _____ then you will _____.                               |

The safety of the children in our care is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and may remove the child from taking part. If a child threatens, hurts or bullies another child, the class teacher records the incident, deals with it as above and the child receives a consequence. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. (Parents are often involved before this stage as staff aim to have an open informal communication with parents about any concerns).

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feed-back all help to build confidence and a feeling of self-worth. At every step of their learning, from the choice of topics covered to the review and assessment upon completion, children are involved engaged and fully responsible. Through consultation, children also agreed on the attributes that they believe make a Chester Blue Coat Star these include being positive, resilient, tenacious, independent and trustworthy.

#### Playtimes and Lunchtimes

At play and lunchtimes we aim to provide a range of activities to engage children in positive play with their peers. Playground Leaders (chosen for Leadership Skills displayed) are responsible for designing games and activities, with the focus on co-operative play, good communication and teamwork. We also have a system of Y6 Playtime Buddies to support younger pupils and help them to make sensible choices with their chosen games and activities.

If issues between children arise, the emphasis is on peaceful problem solving and peer resolution; children (with support initially) attempting to understand the roots of conflict and to consider how talking the situation through can lead to a resolution of the disagreement. Once this has been achieved, it provides the children with an increased sense of responsibility; demonstrating the independence expected throughout the school.

#### The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of inappropriate behaviour that threaten the safety of themselves and others. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the Chair of Governors has been notified.

#### The role of parents

As a Christian family, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school, to be set out in the home-school agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

#### The role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour policy, but Governors may give

advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

#### Fixed-term and permanent exclusions

The Headteacher, or Senior Leader in his absence, has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher, or Senior Leader in his absence, excludes a child, parents are informed immediately, giving reasons for the exclusion. The Headteacher makes it clear to the parents in a letter that they can, if they wish, appeal against the decision to the Governing Body immediately by writing to the Chair of Governors. In the letter the school informs the parents how to make any such appeal. The Headteacher informs the LA and consults with the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. If a parent appeals against the exclusion the appeals panel meet to consider the circumstances in which the child was excluded and consider any representation by parents. Whilst the governing body committee has no power to direct reinstatement, they must consider any representations parents make and may place a copy of their findings on the child's school record.

#### Review

This Policy will be reviewed bi-annually and approved by the Headteacher. It may, however, be reviewed earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.