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IMMANUEL & ST. ANDREW PRIMARY SCHOOL

"Excellence for all. Excellence from all."

Relationships and Behaviour Policy

Signed:

Chair of Governors

Signed:

Headteacher

Policy Adopted by Governors: September 2026

Policy reviewed: September 2027

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Our School Vision

Our vision for Immanuel & St Andrew Primary School is that children, parents and staff work together in a caring Christian community, where children are valued; where they feel happy and secure; where they learn and grow in their faith.

Our vision starts out with our Christian values, from which all else flows, working together to create an environment of "Excellence for all. Excellence from all".

Our school strives to be a centre of excellence where we nurture and value the uniqueness of every child as we truly believe "Jesus is Immanuel - God with us".

Aims and Outcomes:

- To have a whole school, consistent approach to promoting positive behaviour
- To deepen an understanding of social and emotional learning
- To build positive relationships between adults and children that are the basis for learning
- To ensure restorative conversations are used to support children's reflections on behaviour
- To create an atmosphere in which teaching and learning can take place in a safe and happy environment
- To ensure adults are responsible for modelling appropriate behaviour
- To support children to regulate themselves in order for learning to take place
- To develop children's understanding of what positive behaviour looks like and their ability to self-regulate, accepting responsibility for their actions and decisions
- To promote our Christian values of peace, courage, respect, friendship, kindness, hope, joy, love, perseverance, honesty, trust, forgiveness and thankfulness
- To promote our learning values of Resourcefulness & Readiness, Zeal & Effort, Collaboration & Cooperation, and Perseverance & Determination

Our desire is to develop well-motivated, self-regulated and enthusiastic learners, who take pride in themselves and their school. We aim to achieve this outcome, which will support our school's Christian values, and our high-profile learning behaviours, through encouraging our children to exercise self-regulation and motivation. This will help to develop their ability to:

- work independently and co-operatively, in a respectful and constructive way, listen and respond appropriately to adults and peers and take turns and share *(demonstrate collaboration and co-operation)*
- try hard in all tasks with an awareness of their strengths and weaknesses and the strategies they use to learn, consistently giving their best *(demonstrate perseverance & determination)*
- have a positive attitude towards others and towards their learning, putting a high level of effort into all they do *(demonstrate zeal & effort)*
- identify and manage their feelings and develop their sense of personal responsibility *(demonstrate resourcefulness & readiness)*

Positive or 'Green' Behaviours

We promote and celebrate positive behaviours at all times. We refer to these behaviours as 'Green' choices and they include displaying our Christian values or our learning values. These are displayed around the school and deeply embedded in every area of school life. Staff model these values in their daily interactions and children are explicitly taught them within PSHE and school collective worships. Children also learn to develop positive relationships and friendships, understand their own feelings and strategies for regulation.

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At Immanuel, when children display 'green' behaviours, it may result in one or more of the following positive reinforcements:

- Positive looks/verbal praise
- Lanyards to recognise learning behaviours
- Badges for each learning value received after collecting 7 of each lanyard
- Gold star badge received after collecting all 4 badges and then a further 24 lanyards
- Sharing work with the class or another teacher
- Sharing work with Headteacher/Deputy
- Displays of work
- House points
- Roles of responsibility
- Direct praise to parents/carers at the end of the day
- 'Star of the Term' awards (EXCEL Stars)
- Specific target charts for individual needs
- Celebration assemblies
- Recognition Boards
- Value Ambassadors
- Headteacher's Breakfasts

Behaviours that Challenge or 'Red' Behaviours

Our aim is to maintain and uphold the school values at all times within a calm and safe learning environment so that all children can thrive and excel. However, there may be times when children display behaviours that challenge, or what we call 'Red' choices. There are different types of 'red' choices and examples of these behaviours are:

Red choices impacting self:	Red choices impacting self and starting to impact others:	Red choices impacting self and others:
For example - Not following instructions - Not listening - Answering back - Being uncooperative	For example - Calling out - Moving unsafely around the school - Arguing - Lying	For example - Prejudiced or discriminatory behaviours (inc racism, sexism, homophobia) - Bullying (please see our Anti-Bullying Policy) - Swearing - Physical behaviours - Name calling or inappropriate language - Sexualised behaviours

At Immanuel, when children display 'red behaviours, staff follow the behaviours steps outlined below:

Reminder	Reminders of positive behaviour choices delivered privately where possible. Take the initiative to keep things at this stage. *"I am reminding you that you need to…."*

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Warning	A clear, verbal warning delivered privately where possible. Clearly outline consequences of continuing to make the choice. *"This is your warning. I know you can change your behaviour. Think carefully about your next step."*
Last Chance	Child spoken to privately and give a final opportunity to engage. ***Structure for Last Chance Conversation:*** *"I've noticed you are…* *It was our value of….that you are not showing.* *You have chosen to stay behind for 2 minutes after class.* *Do you remember when you….(use example of previous green choice)? That is who I need to see today.* *Thank you for listening.*
Time out	In the classroom: child asked to move away to another classroom to complete their learning for 10 minutes. On the playground: child asked to move to a bench for 10 minutes. Followed up by an Emotion Coaching Session before the end of the school day. ***Structure for Emotion Coaching Session:*** ***Label*** *– how might child be feeling?* ***Empathise*** *with the child* ***Validate*** *the feeling the child is experiencing* ***Boundary setting*** *– "it's ok to feel….but it's not ok to…"* ***Problem solving*** *- "what can you do next time to avoid this happening?"* Recorded on Arbor and parents informed by class teacher. Children may have a maximum of three-time outs in one day. After the third time out, the child will be told that the next time a time out is reached, they will receive an internal removal for the rest of the day.
Internal Removal	Can be ½ day or a full day and is managed by SLT. *In another class, in Severn or with SLT* Recorded on Arbor and parents informed
Fixed-term Suspension	See Suspension and Exclusion Policy
Permanent Exclusion	See Suspension and Exclusion Policy

Positive relationships between children and staff and staff and parents underpin the successful management of behaviour incidents. We will manage incidents without anger or criticism. These steps reset at the start of each session throughout the day.

There are some challenging behaviours that may require immediate support from the Pastoral Team or SLT. For example, extreme physical behaviours or absconding from the classroom. Children showing these

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behaviours regularly may need an individual risk assessment.

Emotion Coaching and Self-Regulation

Self-regulation strategies are taught explicitly to all children to enable them to manage their feelings and emotions with growing independence. All children complete 'check-ins' using Zones of Regulation or other approaches throughout the day and have direct teaching on grounding strategies.

When managing behaviours that challenge, staff use Emotion Coaching techniques to provide opportunities to reflect and review children's choices. Emotion Coaching uses the below steps:

Label the emotion – recognise and name how the child is feeling
Empathise – ensure the child knows the adult is on their side
Validate – ensure the child knows all feelings and emotions are valid
Boundary setting – set clear and realistic boundaries with the child, i.e. 'it is ok to be feeling…but it is not ok to hurt someone'
Problem solving – strategise and reflect on how to react when the same feeling occurs in the future

Each classroom is set up with Zones of Regulation stations and Reflection stations so that children can reflect independently where appropriate.

Social, Emotional and Mental Health Needs (SEMH) and SEND:

Pupils who need additional support with managing their behaviour or controlling their feelings may have social, emotional and mental health needs (SEMH). Where appropriate, external support and/ or advice may be sought from outside agencies such as the Lambeth Mental Health Support Team or Educational Psychologists.

Some behaviours are more likely to be associated with particular types of SEND and behaviour will be considered in relation to their SEND, although it does not follow that every incident of misbehaviour will be connected to the SEND. It is a requirement that we manage pupil behaviour effectively, whether or not there are SEND needs, and these children, for the most part, will follow the whole school behaviour policy. Parents/carers of children who fall into this category will be informed and involved in this process.

Children who may need support with behaviour choices will be given additional visual reminders of 'Green' and 'Red' choices and the consequences of each choice. They may also have a separate risk assessment completed with parents. Please see Appendix 3.

Other Areas

Drug, alcohol and offensive weapon related incidents

It is our policy that no child should bring any drug, legal or illegal, to school.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents/guardians of any child involved will always be notified. Any child who deliberately brings such materials into school will be dealt with using the school's Suspensions and Exclusions Policy.

Any child in possession of an offensive weapon may be permanently excluded.

If there is any need for searching, screening or confiscating, we follow the advice set out by the DfE, found here.

Off-site Visits

This policy also applies when children are off-site. If behaviour becomes unacceptable and meets any of the

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above criteria or is likely to bring the school into disrepute the child will be returned to school and the necessary action in accordance with this policy will be taken.

Monitoring and Review

We know that this policy is effective and embedded in our practice when:

- All children, staff and visitors feel safe and welcomed in the school.
- All children, staff, parents/guardians and all associated adults know, understand and follow the school rules/values.
- Expectations and standards of behaviour are consistently high.
- Staff feel confident and supported by our Leadership Team in managing children's learning, behaviour and social development.
- Parents/carers feel that the school deals effectively with unacceptable behaviour.
- Governors are confident that behaviour is well managed in the school.

The success of the school's policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the Leadership Team (including the Headteacher).
- Analysis of tracking data for individual children and for cohorts (class and individual logs).
- Termly Inclusion Review (carried out by Inclusion Leader on particular groups of children such as vulnerable, SEND, LAC).
- Feedback from children, parents/carers and staff, both informal and formal (including meetings and surveys).

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

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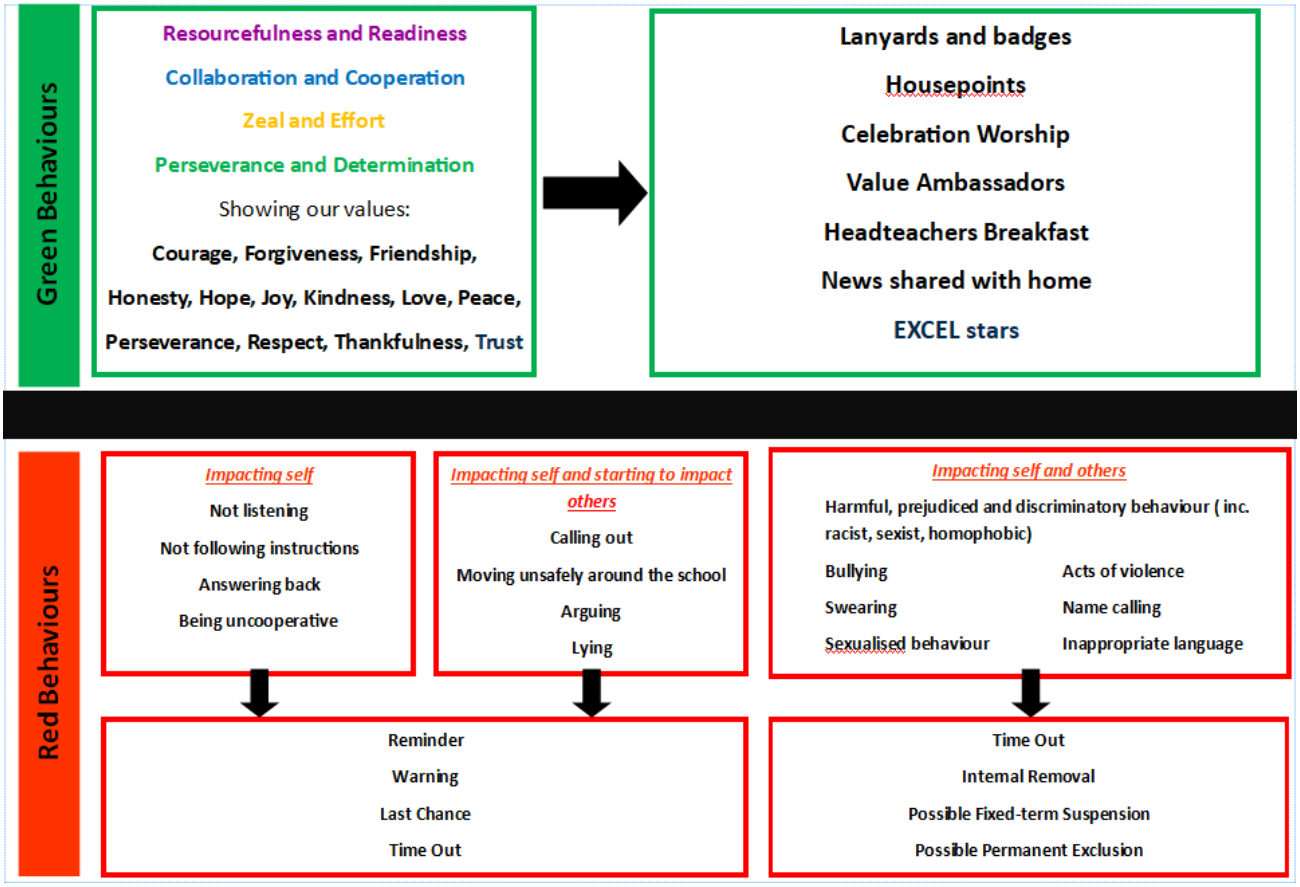
Appendix 1: One page overview of behaviours



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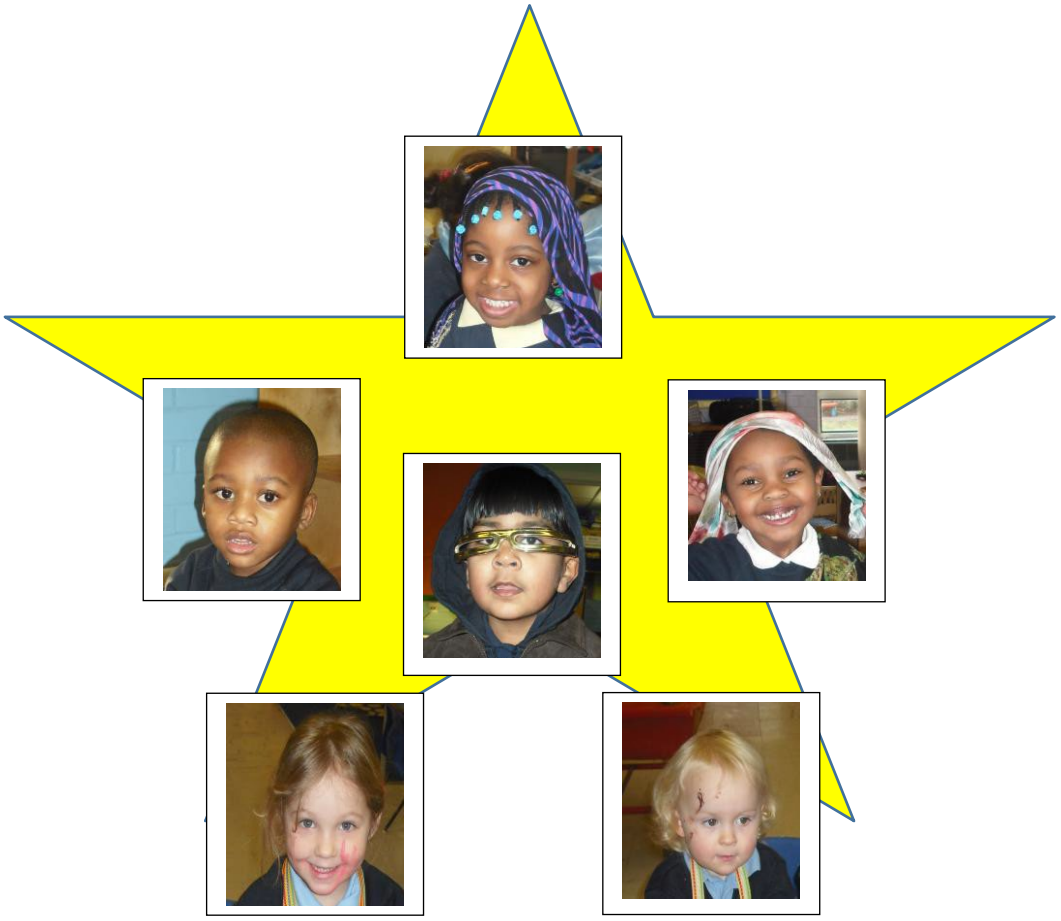
Appendix 2: Lanyards

How we will use our Lanyards

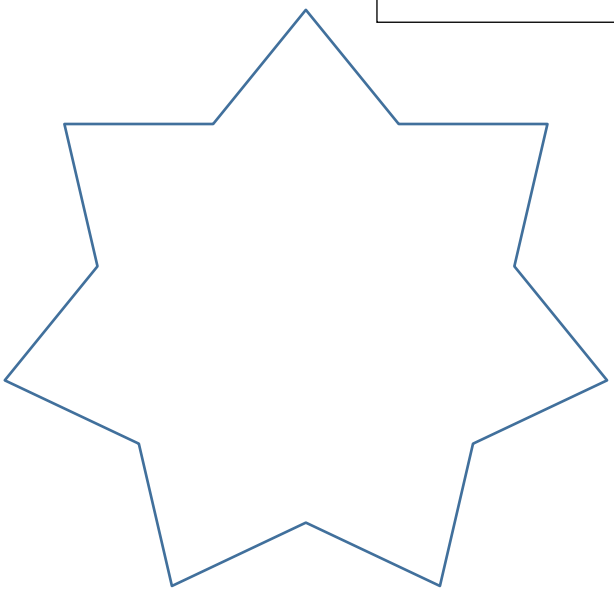


Lanyards – Pupils will be acknowledged for their positive learning behaviours through the wearing of differently coloured lanyards. The behaviours acknowledged will be Perseverance & Determination for Learning; Collaboration & Co-operation in Learning; Resourcefulness & Readiness for Learning; Zeal & Effort for Learning

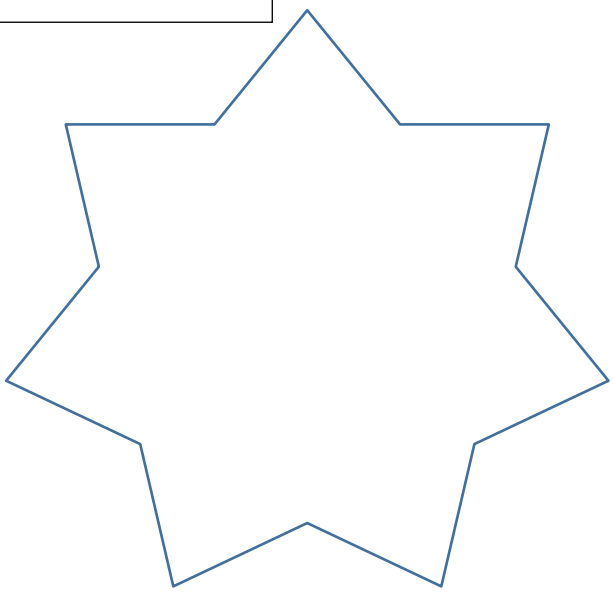
- Each different coloured lanyard can be awarded every day at any time chosen by a teacher or a support member of staff in the playground
- Lanyards can be worn in the classroom – not in the playground
- Staff & visitors are encouraged to ask children why they are wearing the lanyard
- Each Immanuel staff member will determine their own exact definition of the behaviours that are acknowledged by the lanyards
- One child is chosen to represent each learning behaviour for collective worship on a Friday and a certificate is given.
- The children can date a point on the star that they have been acknowledged for on the day they receive the lanyard
- Once all seven points of the star are dated for each learning behaviour the child's photo will be displayed on the corresponding lanyard star on the classroom wall and they can bring their completed sheet to the leadership team for a badge
- Parents/carers are to be encouraged to be told when any child completes their star e.g. after seven times they have been acknowledged for that learning behaviour



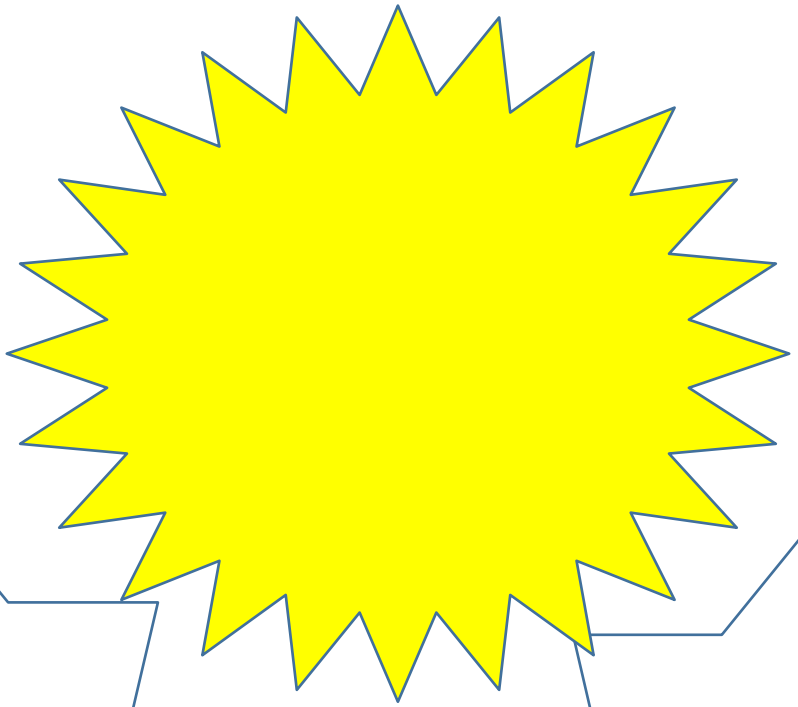
Name:

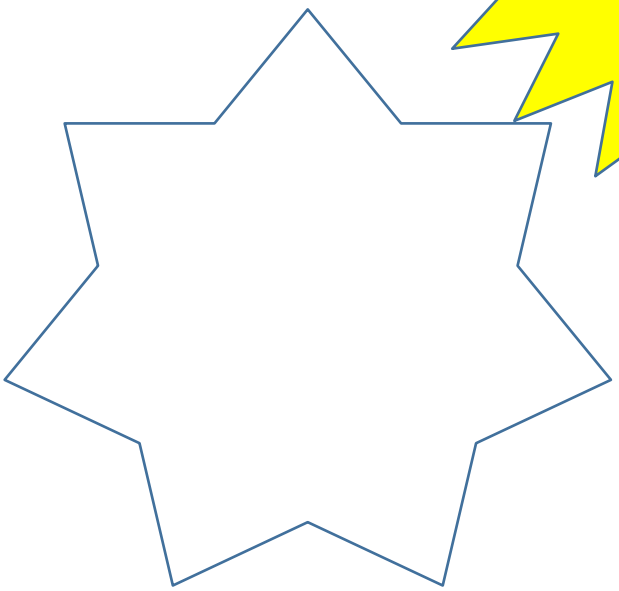


Perseverance & Determination for Learning

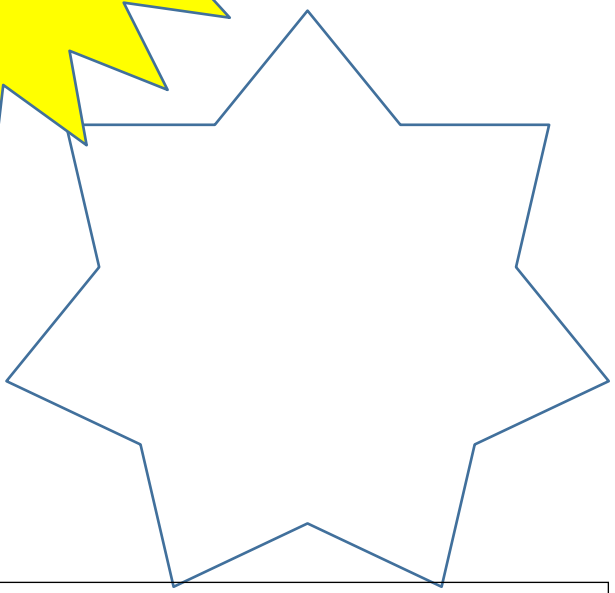


Collaboration & Co-operation in Learning





Resourcefulness & Readiness for Learning



Zeal & Effort for Learning

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Appendix 3: Individualised Risk Assessment

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Child's name:	**Class:**	**Created with:** (name of teacher/ SLT)
Date completed:	**Date of review:**	**Agreed with parent:** (name of parent)

Challenging behaviours displayed and context (including known triggers):	
What is working well:	
Proactive support: **(what is already in place/ can be put in place that can prevent challenging behaviours?)**	
Early intervention: **(what can be done when triggers are noticed/ early stages of challenging behaviours displayed)**	
Reactive intervention: **(what will be done at moments of heightened/ challenging behaviour to support child and staff?)**	