THE BLUE SCHOOL

CHURCH OF ENGLAND

Whatever you do in word or deed,
do everything in the name of the Lord Jesus,
giving thanks to God the Father through him.

Colossians 3:17

Behaviour and Rewards Policy

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Vision and Principles

At The Blue School, we believe that all children have the right to feel safe, valued, and respected. Behaviour is taught, not assumed. We understand that adult consistency, fostering **positive relationships,** and high expectations are the foundation of excellent behaviour.

When adults are **consistent, calm, and kind**, children feel safe, respected, and ready to learn. We create a calm, predictable, and nurturing environment where every child can learn and thrive.

Our school behaviour policy is based on the principles from the book '*When the Adults Changes, Everything Changes*' by Paul Dix.

Our goal is to create a school where every child:

- Feels they belong and are valued
- Learns from mistakes without fear or shame
- Knows that adults will always respond fairly and consistently

'Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.' Paul Dix

School Vision

Our behaviour policy is rooted and grounded in our school Christian vision, which comes from the Bible, in the book of Colossians:

'And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him'

Colossians 3:17

This verse inspires the following behaviours:

Speak – words of wisdom and hope

Act – with dignity and respect

Be thankful – as one community, from the heart

We believe that this vision enables everyone in our community to flourish and that the kindness of our actions and words will create a culture where positive behaviour is nurtured.

Core Values

We have four core Christian values at The Blue School, which underpin everything we do:

- **Hope** gives us a mission to accomplish and speaks to tomorrow being better than today
- **Dignity** gives us a culture to embrace and speaks to treating everyone as precious in the sight of God

- **Wisdom** gives us a place to grow and speaks to knowing how to make a positive difference
- **Community** gives us people to enjoy and speaks to living and loving well, together.

These values are lived out by all members of the school community - adults and children alike.

Guiding Behaviour Principles

These principles underpin our approach to promoting a culture of positive behaviour:

1. **Consistency** – Adults model calm, kind behaviour at all times. We use the same routines, language, and expectations across the school.
2. **Boundaries** – Expectations are clear, simple, and shared.
3. **Relational Practice** – We build trusting, respectful relationships with children.
4. **Emotionally Literate Responses** – We respond, not react. Behaviour is de-escalated with empathy and calm authority.
5. **Predictable Boundaries** – Rules are simple, fair, and applied with certainty, not severity.
6. **Restorative Approach** – When things go wrong, we repair relationships rather than simply punish behaviour. Every child gets a fresh start every day.

School Rules: The 3 Simple Expectations

We have three simple rules used across the whole school, known as the '3 Rs':

1. **Be Ready**
2. **Be Respectful**
3. **Be Responsible**

These expectations are simple, positively framed, and apply everywhere in school. They are taught explicitly and modelled by staff.

Alongside these three simple rules, we have three visible consistencies:

1. **Marvellous manners** - we are polite and thankful for and to each other
2. **Wonderful walking** - we conduct ourselves sensibly and responsibly around the school
3. **Legendary lines** - we manage transitions in a calm and respectful manner

Adult Behaviour and Routines

Staff will:

- Meet and greet children positively each morning and after breaks
- Use **calm, kind and firm** voices
- Model respectful language at all times
- Praise in public, correct in private
- Focus on behaviour, not the child
- Restore relationships after conflict
- Offer every pupil a **fresh start** each day

Recognising Positive Behaviour

We *notice* and *celebrate* good behaviour far more than we correct it.Recognition is always genuine, fair, and personal.

Examples:

- Verbal praise and smiles
- Stickers, dojos or house points
- Positive messages home
- Class 'Recognition Board' (e.g. *This week we are working on being Ready*)
- Weekly celebration assemblies

We celebrate *effort, kindness, and progress*, not perfection

Relational and Restorative Conversations

After incidents, adults will engage in short, structured conversations with children to repair and reflect. Punishment doesn't teach better behaviour, restorative conversations do. A simple 5-point structure is used:

1. What happened?
2. What were you thinking or feeling at the time?
3. How did this affect others?
4. What do you need to do to put things right?
5. How can we make sure this doesn't happen again?

Response to Behaviour not Meeting Expectations

For behaviours which do not meet expectations, we use the same, consistent approach. We always praise in public and correct in private

1. **Reminder** - Gentle reminder of expectations.
2. **Caution** - A discrete clear warning, giving the child time to reflect.
3. **Last Chance** - A final opportunity to make the right choice, often with a brief restorative chat.
4. **Time Away** - Calm time in a partner class or reflection area.
5. **Repair** - Restorative conversation to understand, rebuild, and move forward.

At every stage, the adult's tone is calm and respectful. The aim is not to shame or punish, but to support change.

On the occasions where the approach described above does not resolve the situation, we will use Annex A to identify the unacceptable behaviours (not exhaustive), the next steps the school will take and possible responses.

For Children Who Need More Support

We recognize some children may need extra help to meet expectations. We use:

- Individual behaviour support plans
- Key adult mentoring or check-ins
- Adapted routines and reduced stimulus environments
- Multi-agency support where needed
- Therapeutic or trauma-informed approaches
- Emotional regulation zones (e.g., ‘calm corners’)

Punishment is never used to simply ‘fix’ behaviour - we aim to understand and support.

This ensures compliance with the **SEND Code of Practice (2015)** and the **Equality Act 2010**, while remaining rooted in our Christian ethos.

Partnership with Parents and Carers

See Annexe B. We work closely with families, valuing open communication. We:

- Share positive updates, not just concerns
- Involve parents in support planning
- Offer parenting support or referrals when needed
- Always aim for solutions, not blame

Monitoring and Review

This policy is reviewed annually with input from staff, pupils, and parents. Behaviour trends are monitored to ensure consistency, fairness, and impact.

Final Word

Behaviour is everyone’s responsibility. We succeed when adults lead with kindness, clarity, and consistency. *Every child needs a champion.* We don't give up on any child.

Annexe A - Non-exhaustive examples of the three Rs in practice:

Ready

- Being in a regulated state to learn
- Being ready to listen to others and to focus on instructions
- Having courage and resilience to take on challenges and learn something new

Respectful

- Being understanding and respectful of others
- Being compassionate at all times
- Treating others as we would wish to be treated

Responsible

- Being honest, loyal and forgiving
- Look after ourselves, others and our environment
- Realising that our actions, thoughts and words matter

	Low level	Medium level	Serious level
Example behaviours (not exhaustive)	Fidgeting/ fiddling Telling tales Dropping litter Being noisy Failing to keep on task Roaming the classroom during learning time Unkind remarks towards others or their families Bad language (one-off) Time-wasting Telling lies Being rude	Consistently shouting out Consistent poor effort Distracting others Poor attendance / punctuality Walking out of class Hurting others Fighting Stealing Interfering with property belonging to others Serious challenge to authority Threatening/aggressive language or behaviour	Serious assault Throwing/kicking furniture or equipment Vandalism, e.g. extreme damage to school property Serious physical/verbal threats made to staff or children Violent outbursts, verbal or physical, to pupils or adults Carrying an offensive weapon Carrying or using drugs Leaving school without permission

	Running in corridors Pushing in line Borrowing without permission Poor sportsmanship	Vandalism-graffiti, etc. Outside of school, bringing the school into disrepute Spitting	Sexualised behaviour or language Racist abuse/incidents Bullying (including cyber-bullying)
Possible next steps	Dealt with in class / by duty staff at playtimes / lunchtimes Any persistence of low-level behaviours would move into medium level	Referred to Phase Leader/Senior leader Parents informed by class teacher or Phase Leader Behaviour record on Arbor record system Possible behaviour report card	Headteacher informed Parents informed by Senior Leader Behaviour record on Arbor record system Possible behaviour report card
Possible school responses	Verbal warning If behaviour persists, time out in class - child moved to another part of the classroom Restorative conversation	Time out in class - child moved to another part of the classroom If behaviours persist, time out in another classroom (Phase Leader) After discussion with Head Teacher and full investigation, possible internal suspension with SLT, or fixed term suspension (Local Authority informed) Parents informed With continual behaviour at this level a behaviour support plan will be written Restorative conversation	Time out with a Senior Leader Consultation with Local Authority (eg. Safeguarding Board, Behaviour support) After discussion with Head Teacher and full investigation, possible internal suspension with SLT, or fixed term suspension (Local Authority informed) After discussion with Headteacher, internal suspension with SLT, or fixed term or permanent exclusion. Chair of Governors notified. Parents informed, followed by possible formal meeting Restorative conversation

Annexe B - Role of Governance and Parent Voice

Role of Governors in Monitoring Behaviour
The Governing Body is responsible for monitoring the effectiveness of the school's Behaviour Policy and ensuring it is rooted in the school's Christian vision. Governors will:

- Receive regular reports from the Headteacher on behaviour data, including incidents, exclusions, bullying, racism, prejudice-related behaviour, and positive recognition.
- Ensure that the behaviour culture is consistent, inclusive and aligned with statutory duties and SIAMS expectations.
- Appoint a **Link Governor for Behaviour and Safeguarding** who will visit termly to monitor practice, talk with pupils and staff, and report back to the Governing Body.
- Review this Behaviour Policy annually in line with statutory duties and the **Statement of Behaviour Principles**, ensuring that it reflects both DfE guidance and the values of the Church of England.

Pupil and Parent Voice
The school actively seeks the views of pupils and parents about behaviour and relationships. This is achieved through:

- Annual surveys of pupils, parents and staff on behaviour and school culture.
- Pupil voice via School Council and other leadership roles.
- Informal discussions with families at parent meetings.

The outcomes of these surveys and feedback are analysed and shared with Governors, ensuring that pupil and parent perspectives contribute to continuous improvement in behaviour culture.

Findings inform reviews of policy and practice.

Annexe C

Links with Other Policies

This policy links with:

- Exclusions Policy
- Safeguarding & Child Protection Policy
- Physical Restraint / Positive Handling Policy
- Mobile Phone Policy (DfE guidance)

This policy is written with reference to:

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2024)
- Keeping Children Safe in Education (DfE, 2024)
- Suspension and Permanent Exclusion Guidance (DfE, 2023)
- SEND Code of Practice (2015)
- Supporting Pupils with Medical Conditions at School (DfE)
- Sharing nudes and semi-nudes: advice for schools
- Valuing All God's Children (CofE Education Office, 2019)

Annexe D - Behaviour Report Card

Name:

Date:

Behaviours we are looking for…

Ready

- Being in a regulated state to learn
- Being ready to listen to others and to focus on instructions
- Having courage and resilience to take on challenges and learn something new

Respectful

- Being understanding and respectful of others
- Being compassionate at all times
- Treating others as we would wish to be treated

Responsible

- Being honest, loyal and forgiving
- Look after ourselves, others and our environment
- Realising that our actions, thoughts and words matter

Day	Ready:	Respectful:	Responsible:	Comments:
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

To be filled in by class teacher and shared daily with parents/families