Aintree Davenhill Primary School

Behaviour and Relationships Policy

Approved by the Headteacher

June 2026

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Policy Statement

At Aintree Davenhill Primary, we work to create a climate of mutual respect and openness. We want everyone to work together, to ensure our children, staff and parents benefit from a culture which promotes self-esteem, compassion, mutual respect, and which recognises the rights and responsibilities of our children, based upon trust. We ensure that excellent behaviour is a minimum expectation for all. This policy underpins our motto of 'Excellence and Enjoyment' and our values of friendship, respect, determination, equality, excellence, inspiration and courage.

Our practice underpins our approach to positive and inclusive behaviour, promoting an ethos of kindness and visible consistency in adult behaviour across the school. We aim to build relationships with pupils, showing an interest in their life and showing daily acts of care.

Behaviour Values: Be Ready, Be Respectful, Be Safe

Five Pillars of Pivotal Practice:

1. Calm, kind, consistent adult behaviour

2. First attention to those doing the right thing – praise behaviour over and above the norm

3. Relentless routines

4. Scripting difficult conversations

5. Consequences and restorative follow up

Consistency in Practice

Consistent language; consistent response: Referring to the agreement made between staff and children, simple and clear expectations reflected in all conversations about behaviour.

Consistent follow up: Ensuring 'certainty' at the classroom and senior leadership level. Never passing problems up the line, teachers and T.As taking responsibility for behaviour interventions, seeking and receiving support but never delegating.

An Aintree Davenhill approach:

- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour (see Behaviour Posters).
- Consistent consequences (sanctions): Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours (see Behaviour Posters).
- Consistent, simple rules/agreements/expectations: Referencing appropriate behaviour, icons, symbols and visual cues, interesting and creative signage (see Behaviour Posters).

- Consistent respect from the adults: Even in the face of disrespectful children. Adults model the expected behaviour.
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside children.
- 'This is not the behaviour we expect at Aintree Davenhill…' 'You are not showing the behaviour an Aintree Davenhill pupil should show…'
- Consistently teaching of the expectations of behaviour and modelling these expectations so they are explicit to the children; reinforced rituals and routines for behaviour: In classrooms, lining up, around the school, on the playground, in the dining hall, etc. Children should practise the routines especially if they are not doing what is expected of them.
- Consistent environment: Calm and inclusive classroom approaches with everyone's opinions valued and respected. Physical environment calm, clutter free, accessible with identified nurture nooks where required.

Recognition and rewards for effort: We recognise and reward children who go 'over and above' (see Behaviour Posters).

Although there are tiered rewards, our staff understand that a quiet word of personal praise can be as effective as larger, more public, rewards. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are hardest to reach.

Classroom/Teaching Space

Engagement with learning is always the primary aim. For the vast majority of children, a gentle reminder is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Focus on and praise the behaviours you want and expect to see. Address negative behaviours non-verbally and follow up later using 'Ready, Respectful, Safe' as a basis for discussion. Sometimes a simple reiteration of expectations (reference to Behaviour Posters) without discussion is all that is required. All children must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

All teachers/T.As will:

- Meet and greet at the door.
- Refer to 'Be Ready, Be Respectful, Be Safe'.
- Have high expectations for behaviour in the classroom and around school (share Behaviour Posters).
- Teach good behaviour.

- Model positive behaviours and build relationships – know things about each pupil, e.g. hobbies/interests, family and pets.
- Plan lessons that engage, challenge and meet the needs of all children.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and give 'take up time' when going through the steps.
- Make children aware that some children may need a little more support with their behaviour than others.
- Prevention before sanctions (use of warning system Green – Amber – Red see Behaviour Posters).
- Be consistent when giving sanctions (use the Behaviour Posters to support).
- Follow up every time, retain ownership and engage in reflective dialogue with children (see Behaviour Resolution Prompts).
- Never ignore or walk past children who are not meeting expectations of behaviour.

Senior leaders will:

- Refer to 'Be Ready, Be Respectful, Be Safe'.
- Refer to Behaviour Posters (Green – Amber – Red and consequences).
- Have high expectations for behaviour in the classroom and around school.
- Teach good behaviour.
- Be a visible presence around the school.
- Never ignore or walk past children who are not meeting expectations of behaviour.
- Celebrate children whose effort goes above and beyond expectations.
- Regularly share good practice.
- Engage with staff to support children with more complex needs.

Managing Behaviour

Practical steps in managing and modifying poor behaviour are used: Children are held responsible for their behaviour. Staff will deal with behaviour without delegating.

Staff will use the steps below for dealing with poor conduct:

Amber Warning: Explain to the child (using the Behaviour Posters) why they have been given an amber warning. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

Two amber warnings and the children move to red and receive a consequence.

Red Warning: Explain to the child (using the Behaviour Posters) why they have been given a red warning and confirm the consequences. Refer to previous good behaviour/learning as a model for the desired behaviour. Walk away from the child; allow him/her time to decide what to do next. If there are comments, as you walk away – do not react or respond. Write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning children to their learning.

The Restore (during consequences):

Once the child has had time to reflect, a restorative conversation will be held with the child using the Behaviour Restorative Prompts. The child will then complete the rest of their consequence.

We understand the impact of trauma and adverse childhood experiences. We have high expectations of our children, and staff model positive attitudes towards children and their families, treating everyone with respect and compassion. Class charters outline individuals' 'rights and agreed responsibilities'. Pivotal practice is used which promotes effective approaches to behaviour, including bullying, resilience.

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT are aware of any pupil that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an early help assessment that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented. This may include an internal suspension. When the child will work away from the class and will complete work supported by an adult.

The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension

- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment may be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place

Following further incidents of unacceptable behaviour, the headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Preventative Measures for Pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long

- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation Strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical Intervention

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline at the school or among pupils. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups and understand their legal duty to make reasonable adjustments for disabled children and children with SEND.

Removal from the Classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. Parents will be informed on the same day if their child has been removed from the classroom.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete. The headteacher and other appropriate teachers will consider whether any assessment of underlying factors of disruptive behaviour is needed, and facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Prohibited Items, Searching Pupils and Confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes and vapes
- Fireworks
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  To commit an offence; or
  To cause personal injury to any person, including the pupil themselves; or
  To damage the property of any person, including the pupil themselves.

Use of Mobile Phones

In the interests of safety, safeguarding and the orderly operation of the school day, the use of mobile phones is restricted on the school site. Only pupils in Year 6 who have explicit parental permission to walk to and from school unaccompanied may bring a mobile phone to school. No other pupils are permitted to bring a mobile phone onto the premises.

Any mobile phone brought to school must be switched off immediately upon entry to the school site and kept out of sight at all times. On arrival in class, the phone must be handed directly to a member of staff, who will place it in a secure storage unit for the duration of the school day. Mobile phones must remain in storage until collection at the end of the day.

Under no circumstances may a mobile phone be used to make calls, send messages, take photographs, record audio or video, or access the internet whilst on school premises. Any misuse of a mobile phone will be dealt with in accordance with the behaviour and safeguarding procedures. For further information see the Mobile Phone Policy.

Mobile phones and similar devices will be items that staff may search for.

Behaviour Outside of School Premises

Pupils at the school must agree to represent the school in a positive manner. This applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.

- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Parent Support

We actively encourage parents to share in their child's learning through open events, class assemblies to share learning, personal learning logs and meetings with their child's class teacher. We have support from parents and carers. We build a sense of pride in the school, amongst our children. This is promoted through assemblies as well as class work, where children's work, behaviour and achievements out of school are publicly celebrated. We use 'Restorative Approaches' when children find themselves in conflict with other children/are struggling with relationships. This enables children to reflect on their behaviour, and its impact on other people, and to make sincere amends. We allow children to change their behaviour without creating opportunities for resentment, or by using punitive responses which can damage relationships. If a conflict has occurred, we act in a way which helps everyone involved repair and rebuild relationships, restore trust and agree a way forward. We actively seek parents' views, and survey all our parents on an annual basis, as well as encouraging parents to respond to Sefton Council's surveys. The headteacher regularly meets with the School Council to seek feedback on the work of the school. Class teachers promote self-esteem through positive feedback. Children who model our school values well are recognised for their positive actions/attitude. Children who are successful in their application act as Head Pupils, House Captains, prefects and monitors are required to model good behaviour and attitudes at all times, and are encouraged to play a role in creating an ethos of mutual respect.

We inform parents early if we are worried about their child, or have concerns about their child's behaviour. Meetings around this are positive and focused on support. Our weekly assemblies focus on our school values, aspects of citizenship, wellbeing indicators, friendship, children's rights, diversity and community, as well as key events in the year's calendar. Some of our older children are trained as reading buddies for our KS1 children and we have Anti-Bullying Ambassadors to help children play well together at breaks and lunchtimes. We have also improved our playground facilities to make break times and lunchtimes more enjoyable for our children, and to reduce the likelihood of any disputes or 'falling out'. We seek advice and support from expert services, e.g. Educational Psychology,

Mental Health Support Team, SEND Inclusion, Health colleagues and Pupil Support Services, to support children who may struggle, at times, with relationships in school. We share information with each other, as a staff team, in a professional manner, to support children who have additional needs, or those who need a bit of extra attention.

Bullying

Reported incidents of bullying are treated very seriously. The staff throughout the school use restorative approaches to help children deal with conflict and disagreements and follow procedures to inform parents early to deal with most incidents. However, repeated incidents or incidents of a more serious nature area handled by our Senior Leadership Team. Our response to bullying has at its core, the value of restoring and repairing relationships. It emphasises tolerance, care and respect for other people. The whole school community has the responsibility to help create a secure and safe learning environment, where children, staff and parents can be confident they will be treated with respect and compassion. Anti-bullying statement: This school believes in the Rights of the Child. In the United Nations Convention, it states that, 'All organisations concerned with children should work towards what is best for each child.' (Article 3). It also states that, 'Children have the right to protection from all kinds of violence, both physical and mental. They must be kept safe from harm and must be given proper care by those who look after them.' (Article 19). We wish to create a climate at Aintree Davenhill where everybody encourages respect, values opinions, celebrates differences and promotes strong relationships. This will make it all the more difficult for bullying behaviour to flourish or be tolerated. Bullying is unacceptable, and all adults and children should be aware of the role they play in addressing bullying behaviours.

What is bullying behaviour?

Bullying behaviour can be physical, emotional or psychological. It can be rooted in ignorance or disrespect. It can make people feel frightened, distressed, fearful, anxious, depressed or demeaned. It can be something which is intentional or unintentional. It usually is something that happens on a number of occasions. It represents a relationship which is not functioning well.

What should be done?

By pupils: If a pupil feels they are being bullied they should try not to respond physically or deal with the problem alone. Talk to a parent, teacher, friend or trusted adult in the school as soon as possible. If a child sees someone being bullied they should not confront the bully. They should encourage the person being bullied to report it immediately and offer support. Tell an adult what you have seen or heard.

By staff: Staff should give support to the victim. Treat all reported incidents seriously and investigate them. Gather evidence from other people if possible. Consider sensitively what action should be taken. Report any concern/allegation of bullying to the Senior Leadership Team. Try to use curricular opportunities to raise awareness of bullying and what action to take. Give support to the alleged bully, who may be unaware of how his/her actions are affecting others. Adopt a restorative approach. Notify parents if patterns of bullying

behaviour persist. Use CPOMS to record incidents, so that patterns or repeated behaviours are picked up quickly.

By parents: If parents/carers have any suspicion that their child is being bullied, or is bullying others, they should tell us immediately if they notice any changes in their child's behaviour. If parents suspect bullying, we ask that they contact the class teacher immediately. Discuss any worries with their child, and let us know about these. Try to avoid advising their child to 'hit back'. This can often make a situation worse. Try to be patient while we work together to resolve the problem. This sometimes takes a long time, to ensure that relationships and trust have been restored and that incidences will not recur. Try to work closely with the school in responding to the problem. Work with us to encourage children to rebuild damaged relationships. In order to adopt a proactive strategy to raise awareness of what bullying is, preventing bullying, and what to do if it does happen, our curriculum offers opportunities for young people to play an active role in good behaviour and reducing incidents of bullying. Curricular opportunities include citizenship, communication skills, rights and responsibilities, conflict resolution and taking responsibility for health.

Please read our Anti-Bullying Policy for further information.

Anti-racism statement: We work to ensure that Aintree Davenhill Primary School is an inclusive school community, where all children are respected and that any incident of a racist nature is taken very seriously. We ensure that the victim(s) are supported, and work with the victim and the perpetrator to resolve conflict. Unfortunately, some children call others names of a racist nature, without realising the hurt and damage these names cause. In some cases, young children are unaware what some racist terms actually mean. With our youngest children, there will be a discussion about why such name-calling is so unacceptable but particularly about why racism is wrong. We work to support the victim, who may be anxious and upset; and also work to support the perpetrator realise the harm their actions have caused, in order to bring about a positive change in such behaviours. Our curriculum offers opportunities for our children to discuss respect towards others, regardless of their race or religion. Through assemblies, and embedded curricular work, opportunities to celebrate diversity are sought. We strive to create an environment where racism, or any other kind of prejudice, will not be able to thrive.

Please read our Anti-Racism Policy for further information.

Appendix 1 – Important Information for staff

Staff should have high expectations for the behaviour of children and should act as role models for desired behaviour around school. In order to achieve 'Excellence and Enjoyment' in school, it is crucial to create a positive climate for learning. Staff should use and regularly update positive behaviour strategies for dealing with behaviour both in the classroom and around school.

All staff should…

- teach behaviour expectations regularly and show children what those behaviour expectations look like in the dining room, on the playground, etc. by modelling them
- treat all adults and children with respect – build relationships, e.g. avoid shouting at children, greeting children around school and when entering the classroom at the start of the day, displaying good manners, engaging in dialogue with children in the corridors, playground, etc.
- remind children of our school motto of 'Excellence and Enjoyment' – praise children for showing 'excellent' behaviour, remind children what 'excellent' behaviour looks like, work on building children with an 'excellent character', e.g. determination, respect, courage, etc.
- build good routines for learning that are consistently used across school, e.g. how children enter and leave the classroom, how children are asked to stop when an adult needs to speak to them, how children walk around school
- focus on good behaviour and positive reinforcement to raise self-esteem, giving praise for good behaviour and achievements and try to 'catch the children being good' and recognise these achievements through class rewards such as stickers, Dojo points, charts, etc.
- deal with problems calmly, e.g. by repeating desired behaviour, using proximity praise to catch attention of a particular child not doing what asked, giving children choices about next steps, thanking children when you have asked them to do something that they were not doing
- make children aware of appropriate behaviour in all situations, e.g. on trips, at school clubs, etc.
- refer to class/school rules frequently (Behaviour Posters)
- be as consistent and fair as possible in the use of rules and sanctions, taking into account each individual child's needs
- create a purposeful, appropriate working atmosphere in the classroom
- work closely with the headteacher and Senior Leadership Team, as well as outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties
- give mutual support to colleagues, e.g. through sharing ideas/worries regarding behaviour at staff meetings

- ensure that children are given work appropriate to his/her ability so that children feel valued
- remind children that they are representatives of the school when out of school on trips, etc.
- ensure that children are always supervised, e.g. avoid leaving groups of children in a classroom doing jobs for a sustained period of time, in order to avoid behavioural issues
- work in partnership with parents when dealing with any serious behavioural issue
- regularly inform parents of behavioural successes through behaviour awards in assembly, ClassDojo messages, talking on the playground, telephoning parents, sending 'Behaviour' postcards home

Appendix 2
Adult Behaviours that Children Find Challenging (Grundy and Jones 2003)

- not listening, being rejected, ignored
- boring repetitive activities and resources
- inconsistency, moving goalposts, staff having 'favourites'
- being taken for granted, talk about them not to them
- personal space invaded, over-facing, dominating
- treating age inappropriately, not treated individually
- treated with no dignity and respect
- being humiliated, made fun of, belittled
- lack of tolerance, being shouted at
- not being given choices, not being consulted
- lack of differentiation (personal and curriculum)

Appendix 3
Staff Perceptions of Pupils' Challenging Behaviour (Grundy and Jones 2003)

- non-compliance, ignoring, stubborn silences
- getting the last word in, answering back
- making it intensely personal to you
- absconding or lateness
- physical attacks on staff and peers
- passive or lethargic behaviours
- bullying
- sexually explicit language
- persistent talking
- fidgeting
- the 'know all'
- discussing irrelevant topics

Appendix 4
Effective school staff are

- kind and generous
- encouraging
- have faith in you
- like children
- tell you how you are doing
- help you
- allow you to have your say

- never give up on you
- care for your opinion
- make you feel important
- stand up for you
- make allowances
- tell the truth
- forgive you

(Hay McBer 2000)

Appendix 5

Aintree Davenhill Primary School 'Excellence and Enjoyment'
Behaviour Approach 'The Aintree Davenhill Way'
(to be taught in detail in the Autumn term and then revisited throughout the year)

Excellence	Respect	Equality	Determination	Friendship	Inspiration	Courage
In all classes, we promote these values at all times.						

Be Ready	Be Respectful	Be Safe

Moving Around School

We line up in assembly order at all times

We walk around school by:

- facing forwards
- walking at a steady pace
- in a straight line
- not leaning against or touching walls or objects

Silent Transitions	Quiet Transitions
To and from assemblies (and whilst in the assembly)	From the playground to the classroom at the start of the day
To and from the playground	From the dining room to the playground
To the dining room	To the toilet (during playtimes)
To any other room around school	From the classroom to the playground at the end of the day
To the library and whilst in the library changing a book	To and from after-school clubs
To the toilet	

Classroom Routines

We know and follow key signals (see 'Behaviour Management Signals' for more information):

'Team Stop'

'My Turn, Your Turn'

'Turn to Your Partner'

'123 Whole Class Movement'

We listen in class by:

- maintaining eyes on the speaker
- having nothing in our hands
- sitting up straight
- not interrupting

Know that we have routines for:

- entering and exiting the classroom
- handing out resources in the classroom
- using water bottles in the classroom
- going to the toilet at playtimes and in class (only if it is absolutely necessary)
- how we store resources, e.g. our tables, our trays, etc.
- using individual whiteboards

Know where:

- to sit in class during lessons (including carpet places)
- to hang up coats and bags in the cloakroom/corridor

Know how to:

- look after equipment and use it appropriately
- get the attention of an adult by raising a hand and waiting quietly

Speaking in Class

Know that we answer questions and make contributions in class by:

- speaking in full sentences (this is a long-term ambition)
- keeping our hands away from our mouths
- speaking clearly so that everyone can hear
- keeping our eyes on the people we are speaking to

Completing Work in Books

Know that:

- each piece of work needs a date
- titles should be underlined
- we rule off after every piece of work unless it is near the end of a page
- we must use 'one square, one digit' when writing in maths books
- to correct a mistake we draw a straight line through the error

Manners

Know that we are always polite to each other by:

- using the correct title and surname when talking to staff e.g. Miss Clay not Mrs Clay
- saying, 'thank you,' when you receive something or someone does something nice for you
- saying, 'Excuse me,' if someone is in your way
- saying, 'Please,' when you are asking for something
- letting any waiting adults or pupils through a doorway before walking through yourself
- saying, 'Good morning/afternoon,' to adults if spoken to
- asking questions such as, "How are you today, Mrs Gibson?", "Have you had a good morning, Mr Briscoe?", "Did you have a good weekend, Mrs Newman?"
- giving eye contact to the person you are talking to

Playtime Behaviour

- Know that some transitions are silent and others are quiet
- Know that play must be safe
- Know that some games are not appropriate for school, for example, wrestling is not appropriate but 'tag' is
- Know that not everyone will want to play the same game and that is okay
- Know that there are ways to resolve disagreements without adult support but adults are close by if needed
- Know that equipment should be looked after and shared – that sometimes that means taking turns with equipment
- Know that adult help should be requested if there is an injury
- Know that after the first three whistle signals to, 'stop, stand up and be silent' and the next three whistle signals, 'collect equipment and walk in quietly holding the equipment'

Lunch Time Routines

Know that we:

- line up quickly (in assembly order) and quietly when it is time to eat our lunch and when we leave the dining room
- walk to the dining room in silence
- sit in the seats that we have been assigned
- put our hand up when we need help
- put any rubbish in our lunch boxes to take home
- leave the table and floor near where we sit free of any rubbish
- talk but do not shout in the dining room

Behaviour Outside of School

Know that:

- when wearing your school uniform, you are representing the school community and must always behave responsibly and respectfully
- you should be considerate of other people arriving and leaving school

being considerate means thinking about other people's needs, wishes and feelings

examples of being inconsiderate/unsafe outside of school may include:

- using bad language
- shouting
- intimidating behaviour especially in groups
- not crossing the road at designated points or carefully looking for oncoming traffic
- not wearing a helmet when cycling/scooting
- unsafe cycling (not using cycle paths, unsafe speed, carrying multiple people on a bike unsafely)
- playing or swimming in open water without appropriate supervision or permission

'The Aintree Davenhill Way' should be followed by all classes at all times.

mbers of staff remind children of 'The Aintree Davenhill Way' – praise examples of good behaviour and consistently address incidents of negative behaviour.

Appendix 6

Whole School Reward System 2026-27 – Class Dojo (the points system to be used by every class)

Assemblies/Singing Practice Behaviour

- Children have an assembly order and they are expected to be in this order for all assemblies, etc. **Please hand a copy of the order to the SLT.**
- Teacher leads the line when walking the children to assembly and **collects the class at the end of each assembly.**
- Children are expected to walk in single file, to the left of the corridor and in silence.
  Please do not bring your class in to the hall until they are quiet.
  If the children are not walking quietly, they are to miss 5 minutes of break time to practise walking down the corridor correctly (individuals, groups or whole class).
  Teachers may like to use 'Secret Walker' to encourage good behaviour.
- Children are expected to sit quietly in assembly (coming in – assembly – leaving)
  1) **If a child is talking, they are to be moved to sit at the end of another year group's line.**
  2) **If the child continues to talk, they are to be sent back to class and will miss their next break time or 15 minutes of lunchtime. The adult who sends the child out is responsible for keeping them in.**
  3) **During a whole school assembly, the child will be moved to sit by the class teacher.**
- If needed, adults should clap three times to get the children's attention and they should repeat this back and be ready to listen.
- Children are expected to sing during Singing Practice.
  1) **If a child is not singing they are to be given one warning.**
  2) **If the child still doesn't join in, the child is sent to one of the Assistant Headteachers.**
- KS2 Singing Practice – the class of the week gets an extra playtime on a Friday afternoon (to be supervised by the class teacher).
- Teachers to give a certificate for the weekly Celebration Assembly more regularly (some with a behaviour focus). **Teachers from every year group MUST give certificates (Class Champion Certificates and Reading Certificates) – this is a whole school approach.**
- **Every Thursday/Friday, teachers MUST take a photograph of the certificate winners and post it on their ClassDojo page.**

Corridor Behaviour

- Children **walk silently** around school and walk to the left of the corridor.
  Stop children if they are running and ask them to go back and walk sensibly.
- KS1 children are to be **walked out to playtime and collected at the end of playtime (adults need to be on time)**.
- KS1 T.As are to be **standing along the corridor** as the classes are coming in to ensure the children are walking quietly and to make sure all the children are with their class.
  Stand children out to the side if they are not walking sensibly or are being noisy. When all the classes have gone in, send the children to walk silently to their classroom.
- Lunchtime supervisors are to lead lines of children from the dining room to the playground.

Dining Room Behaviour

- Children line up **silently** and **walk** to the dining room with their class teacher or lunchtime supervisor.
  Children who run are to be sent back to walk again. Children who are noisy are to be sent to the back of the line.
- Children are to sit in their seat until they are asked to queue for their lunch.
  Anybody not queuing quietly is to be sent to the back of the line.
- Children from the same class to sit at the same table – to be supervised by the lunchtime assistants. All children have a designated seat in the dining room.
- Children keep the area around them tidy (floor/table) for the next child.
  Children are asked to go back and pick up any rubbish they have left behind.
- Children are to sit facing the table, not leaning against the wall.
- Remind children about table manners, e.g. during PSHE lessons.
- Lunchtime supervisors to give out ClassDojos for good behaviour.
- Postcards and stickers from headteacher for good behaviour at lunchtime – welfare staff to nominate children.

Playground Behaviour

- Share playground rules with the children and be prepared to revisit those rules. Ensure the children are aware of the appropriate use of any playground furniture or apparatus and that children know the playground area boundaries.
- **Adults on duty need to be outside in plenty of time.**
- At the end of playtime and lunchtime, the adult blows the whistle **three times** and all children stand still and silently (keeping hold of any equipment). Adult reminds children about walking into class and then blows the whistle **three times** again.
  As the children are going to class, stand to the side any children near you who are running.
- **Please make sure children are met promptly.**
- **The T.A on duty should check that all children are out of the toilets before returning to class (KS1 and KS2).**
- Reception and KS1 children should line up silently facing the school.
  Children who are not silent in the line should be brought to stand with the class teacher.

- During playtime, adults should walk around and look to intercept any issues before they get out of hand. Please supervise around key areas of the playground, e.g. trim trail, cages and gym equipment. **Please do not stand together.**
- Use a P.E slot during the first week to show the children how to use the small play equipment appropriately and if there is time, develop this into teaching the children small group playground games.
- Children should not play fight or play roughly.
  If a child is involved in rough play on the trim trail or grass, they should be sent away from that area and be asked to have some time out for five minutes.
- Any incident of inappropriate behaviour should be dealt with by the adult on duty.
  Speak calmly to the child about the incident.
  1) **Report the incident to the class teacher for them to report to parents at the end of the day.**
  2) **Children be given an amber warning or a 'red' and should miss 10 minutes of that playtime.**
  3) **Inappropriate behaviour in the cage – cage ban (length of ban depends on severity of the incident).**

  If the incident is serious:

  1) **An adult should take the child to a member of the Senior Leadership Team. If you need support with an incident, e.g. the child is refusing to come into school, do not leave the incident, send a child into school for the adult.**
  2) **At the end of playtime, inform the class teacher where the child is.**
  3) **If the incident involves being rude to adults or fighting, the punishment will be a lunchtime detention and the parents will be informed by a member of the Senior Leadership Team. The time is used to discuss the child's behaviour and how it could have been different. Depending on the severity of the incident, more than one lunchtime detention may be given. For repeated serious behaviour incidents at lunchtime, a lunchtime exclusion may be considered.**

Classroom Behaviour

- Share classroom rules through setting up the class charter – emphasise 'ready, respectful, safe'.
- Use the hand signal to gain the children's attention.
- Behaviour posters – green, amber and red rewards and consequences to be used across school.

  1) **If a child is given a red consequence, the class teacher should inform the parents at the end of the school day.**

  2) **The child should miss a playtime if they have reached red. The class teacher should keep a record of children who have reached red, e.g. name, date, reason.**
     Adults should use the time with the child to have a restorative conversation about the incident/behaviour.

3) **If a child reaches red on a regular occurrence, then the child needs to be put on a Behaviour Chart (template in a folder on the Staff Drive) and the class teacher should inform the parents.**
4) **As soon as a child is put on a Behaviour Chart, they should report to the Assistant Headteacher that day and then at regular intervals throughout the week for monitoring.**

For a severe incident, e.g. rudeness to an adult, violence towards a child or adult or refusal to comply, send for a member of the Senior Leadership Team. Depending on the incident, sanctions may range from missing a playtime or lunchtime (or multiple break times), an internal exclusion or a suspension.

- When another adult enters a classroom to speak to the children, they should use, 'Show me your best...' to gain the children's attention and ensure they are listening.

All sanctions should be restorative in nature and provide the opportunity for adults to talk to children about their behaviour. Sometimes it is not appropriate to give a sanction on the day an incident occurs – it may take place on the following day. If a sanction has been given, it should always be followed through.

Children should be reassured that every day is a new day and an opportunity to start again.

Appendix 7 – Behaviour Posters and Restorative Sheets

Green Behaviour

Focused

Gets on with work

Always polite and respectful

Helpful to adults and children

Have good manners

100% effort in all lessons

A good friend to everyone

Helpful

Kind

Safe

Displaying our values: determination, excellence, friendship, courage, inspiring others, equality, respect

Green Behaviour Rewards

1

Positive comments

Class Dojos

Stickers

2

Certificates

Class treats

Show work to Miss Taylor, Miss Siveyer and Miss Clay

3

Speak to parents

Amber Behaviour

Persistent talking in class at inappropriate times

Running in the corridor

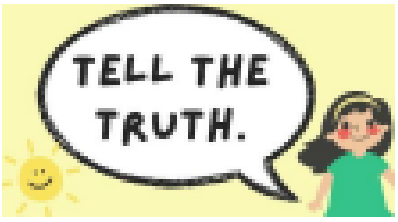
Throwing small objects around the classroom

Disturbing others

Shouting out

Being disrespectful

Ignoring adults



Not enough work completed in a number of lessons

Not looking after school property or belongings

Dishonesty

Two warnings – move to red

Amber Behaviour Consequences

1

Verbal reminder of behaviour expectations

Warning 1

2

Verbal reminder of behaviour expectations

Warning 2

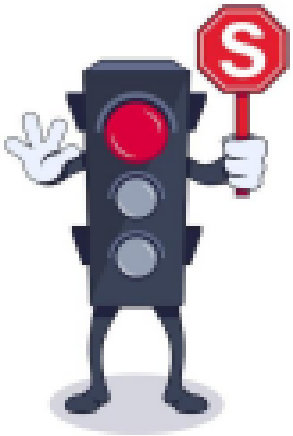
Reminder of how to get back to green

3

Move to red

Reflection time

Talk with an adult



Red Behaviour

Aggressive behaviour towards a child or adult – hitting, kicking, shouting

Not following instructions from an adult

Answering back to an adult

Racist language

Homophobic language

Damaging property

Stealing

Swearing

Bullying

Bringing inappropriate items into school

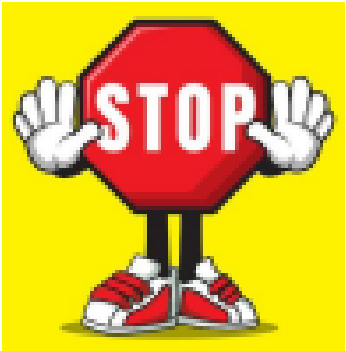
Putting yourself and others in danger

Red Behaviour Consequences

1

Talk with an adult (playtime or lunchtime)

Parents informed



2

Talk with an adult (playtime or lunchtime)

Speak to Assistant Headteacher

Parents informed

3

Talk with an adult (playtime or lunchtime)

Speak to Headteacher

Meeting arranged with parents, class teacher and Assistant Headteacher – Behaviour Chart

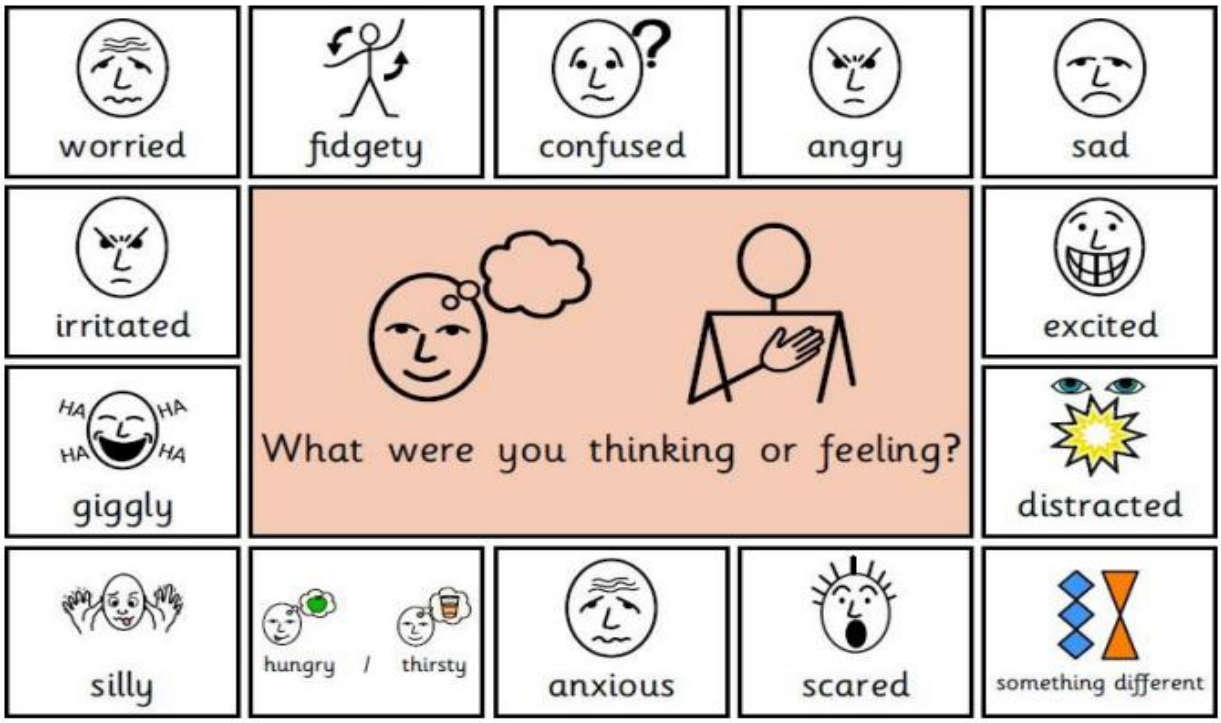
4

Talk with an adult (playtime or lunchtime)

Speak to Headteacher

Meeting arranged with parents, class teacher and Headteacher – Behaviour Plan

broke something
scribbled on something
hurt an adult
hurt a child
was unsafe
took my clothes off
?
What happened?
wasn't respectful
swore
wasn't ready
didn't listen
threw something
ran off
tore my work
something different


worried
fidgety
confused
angry
sad
irritated
What were you thinking or feeling?
excited
HA HA HA HA
giggly
distracted
silly
hungry / thirsty
anxious
scared
something different

me
a friend
a teacher
a MDS
my class
my mum
Who has been affected?
other children
my dad
group
my family
people in the community
animals
my carer
someone else

write it down
write a letter
talk to someone
say sorry
fix something
get dressed
tidy up
have thinking time
What needs to happen to put it right?
clean something
make a plan
practise
finish my work
get energy out
something different

Behaviour and Relationships Policy – June 2026