



River Primary School Behaviour Policy

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and have read and understood its contents.

Date written: May 2025

Date agreed and ratified by Governing Body: 20th May 2025

Date of next full review: May 2026

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

Key Contacts

	River	
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Introduction

Developing children's social and moral character is as important as their academic achievements. Our school values are put into practice to support children proactively; identifying what is acceptable and unacceptable behaviour and helping children to learn. Children do not start school with a clear understanding of right from wrong and need our guidance, lessons and time to reflect to support them in developing their integrity, empathy and responsibility. Through routines and clear expectations, we strive to ensure behaviour in our schools is consistently enabling learning and keeping everyone safe.

Purpose

At Primary School, we believe that in order to create and sustain a positive learning environment it is essential to promote good behaviour. This is achieved through a consistent approach from all staff. This policy reflects the values of the school and all those who work in it as well as providing a framework for managing behaviour.

Aims

Every child has the right to learn but no child has the right to disrupt the learning of others. At River Primary School we aim to:

- Sustain a happy, secure, caring and orderly environment in which children can learn and develop as responsible individuals.
- Develop relationships between children and adults and vice versa so that everyone feels respected, positive and safe.
- Set clear boundaries understood by all children.
- Inspire children to learn and be resilient to setbacks.
- Respond promptly, predictably and with confidence when children's behaviour is inappropriate.
- Teach children explicitly what good behaviour looks like (we don't expect children to know).
- To involve parents/carers in supporting their child when things don't go to plan and to be ready to celebrate their child's successes and achievements.
- Adapt our provision to meet the needs of all learners.

Objectives

- Adults are role models for behaviour and work to establish positive relationships and earn respect with children and other adults.
- Routines and expectations are established in each classroom so children know what is expected.
- Behaviour is responded to consistently across the school. All stakeholders know what is appropriate/inappropriate and how to respond.
- Regular review of our behaviour management techniques to consider how we de-escalate situations and become more effective in managing misbehaviour in the school.
- Adults seek opportunities to teach children what good behaviour looks like, for example, through restorative approaches.
- Adults feel empowered to promote behaviour inside and outside of the classroom.

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#) 2024
- [Searching, screening and confiscation at school](#) 2022
- [The Equality Act](#) 2010
- [Use of reasonable force in schools](#) 2013
- [Supporting pupils with medical conditions at school](#) 2017
- [Keeping Children Safe in Education](#) 2024
- [Preventing and Tackling Bullying](#) 2017

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

Be Your Best You – Our School Values



Teamwork
Health
Responsibility
Integrity
Value Everyone
Empathy

At River Primary School we have school **values** which form the 'codes' by which we agree to behave. These are shared by the whole school community, regularly revisited through assemblies and in lessons, and are displayed around the school. These values guide us all and help us to engage children in restorative practice. They can be used in a variety of ways to support discussions with children and adults to reinforce and teach our expectations.

Teamwork – children understand how to collaborate and benefit from other’s ideas and suggestions. Understanding the views of others helps children to develop skills of negotiation and diplomacy as well as appreciate a range of perspectives.

Health –physical and mental health are important in how children engage and react at school. Children’s well-being is supported in a number of ways from classroom environments to opportunities to learn about the importance of health and how to remain safe in a range of situations.

Responsibility – to the school, to others, to the environment. We have to look after each other and we encourage children to be responsible for their actions.

Integrity – we recognise the role that home and school play in developing children with a strong set of moral principles. We understand that knowing right from wrong will not come naturally for some children. Teaching children what good behaviour looks like is an important part of our curriculum which ensures they are ready for the next stage of their education.

Value Everyone – All children achieve. All children are important and all children are valued equally across our school. The school does not tolerate bullying or any form of discrimination. Children learn how to appreciate diversity in many situations across the curriculum.

Empathy – Understanding how someone is feeling is complicated. We work hard to ensure children can see situations from someone else’s point of view. This is particularly important in our restorative practice which is implemented at both schools.

Roles and Responsibilities

Learning to be a good citizen is as important as learning how to read or tackle calculations. Children will inevitably make mistakes.

All staff At River Primary School have a responsibility to support children to learn about what is acceptable and unacceptable behaviour. All staff are responsible in:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

All staff are responsible in insisting and persisting on children meeting our expectations around the school.

The Governing Body - is responsible for monitoring this behaviour policy’s effectiveness and holding the Executive Headteacher and Heads of School to account for its implementation.

The Acting Headteacher- is responsible for reviewing and approving this behaviour policy and is responsible for ensuring the smooth running of the school. This includes supporting the management of behaviour and responding to any concerns. The senior leadership team monitor behaviour regularly through formal and informal opportunities and work with teachers to provide CPD, support meetings with parents and develop plans of support.

Teachers are responsible for the learning behaviours in their classrooms and around the school building; low-level disruption is not tolerated and strategies are in place to support individual children. The classroom expectations are shared and teachers are consistent in ensuring they are met.

Teaching Assistants support teachers in managing the behaviour in their classrooms, role modelling expectations. TAs also manage the behaviour of children at recreation times. The processes for behaviour remain the same for outside the classroom, as they do inside the classroom.

Parents are expected to:

- Support their child in adhering to the behaviour policy and code of conduct
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the class teacher promptly.
- Support school decisions regarding behaviour
- Complete learning that has been sent home with your child.

Be your best you - River Primary School – Behaviour Curriculum 2025 – 2026

[River Behaviour Curriculum 25-26.pdf](#)

While promoting positive relationships and behaviour can be a varied and complex task we can create a nurturing, supportive and successful learning environment by focusing on three key phrases when interacting with our children:

- Be READY
- Be RESPECTFUL
- Be SAFE

Rather than focusing on a wide range of rules and expectations teachers At River Primary School should focus on referring to these three phrases for CALM & CONSISTENT engagement with our young people.

When discussing learning and behaviour with students these ‘key phrases’ should be consistently referenced to create a positive climate and ethos for staff and students. Staff should aim to develop consistent responses to challenging behaviour to reduce the likelihood of challenging emotional responses from our young people.

Be Ready	Be Respectful	Be Safe
Wear the correct uniform Arrive at school on time Have the correct equipment Tidy up your own workspace and the classroom Show good sitting Give the adults 100% of your attention Work hard on the tasks you are given Follow adults’ instructions Use the toilet during break times Complete your home learning	Say please and thank you Hold the doors open for others Wait for an adult to pass through Talk kindly to others Use a calm and polite tone of voice Take turns when talking Value differences At lunchtime, finish your mouthful before talking Say good morning/good afternoon to adults Respect others’ right to learn Look after school property Follow adults’ instructions Greet your parent/carer in a positive way at the end of the day Accept responsibility if you make a mistake and say sorry	Follow adults’ instructions Walk through corridors and in the school building Use equipment safely Stay safe online Communicate in a calm and respectful way Play games that do not become too physical Know who to ask for help Sit safely and be mindful of those around you

Be your best you - Be ready, Be respectful, Be safe -STAFF

You are in control of the culture in your classroom

At River Primary School, we have high expectations of all our children, however we also expect our staff to lead our children by example. Teachers demonstrate their commitment to ensure that their classroom areas are also READY, RESPECTFUL, SAFE:

Seating plan

Teachers At River Primary School are in control of their own learning and teaching environment and should create an appropriate seating plan to maximise opportunities for learning for the young people in their class.

All teaching staff will:

- Review this regularly and adjust this as they wish to improve the learning of their class.
- Consider the social and emotional needs of a range of students when adjusting seating plans.
- Prioritise calm learning environments which promote paired or group working.

Knowing your children

Linked to the seating plan is the need for teachers to know their students as individual learners. This is vital in developing positive relationships but is also very important to the planning and delivery of relevant and engaging learning experiences. By knowing the children in your class, you will be able to consider their needs, motivators and areas where they will need to build confidence in to achieve success.

All teaching staff will:

- Endeavour to learn the names of their students as soon as possible.
- Seek opportunities to gain insight and knowledge into the lives, values and interests of their children.
- Gain knowledge of children's' reading ages, attainment levels, NFER scores or any other relevant information relating to learning, social or emotional needs.
- Use this knowledge to prepare, plan, adapt and differentiate the learning activities and resources for students.

Relentless routines

Well-rehearsed and organised routines will allow all children to engage in learning as quickly and efficiently as possible promoting a calm and purposeful environment in all classrooms.

Teaching and learning staff At River Primary School will:

- Establish a routine for the distribution of resources and learning materials.
- Have materials and equipment in place on desks or easily accessible to students at the start of the lesson.
- Establish a routine for the start (Learning objectives or questions, starter task, learning coach think and share) and end of the lesson (recap, exit pass, what have we learned, return to learning questions...)
- Establish a routine for packing up – how much time, in or out of seat, calmly and safely exiting the classroom.

Consistency

All children need to know the boundaries for acceptable conduct in the classroom. This is one of the first activities teachers work on with their class. Teachers will use Be ready, Be safe and Be respectful

to frame their conversation with children and create a class contract. Teachers will share the rewards and sanctions document with children and reflect on this with them.

All staff will:

- Use the reward system in place to celebrate learning and behaviour.
- Follow the steps on for de-escalation which are given in this policy.
- Implement and record sanctions for misbehaviour and misconduct in line with our school systems.

First Attention for Best Conduct

The majority of our children are ready, respectful and safe in school. To promote positive relationships and behaviour we focus on the excellent conduct of the majority of the young people with genuine praise.

‘Deliberate botheredness’ – Teaching and learning staff should actively seek opportunities to positively praise young people for exhibiting positive conduct and values in school.

Praise in Public, Rebuke in Private (PIP – RIP)

To continue to develop a positive relationship around behaviour we should aim to praise young people appropriately in public while seeking to challenge those who are not behaving appropriately in private.

Young people do not respond well to being challenged about their behaviour in front of a group in the corridors or in front of a whole class.

To rebuke privately teachers should consider:

- Asking the children to remain behind for a short conversation at the end of the lesson.
- Approaching the child calmly at their level during the class when the majority of students are engaged in the task.
- Arrange an opportunity for a time-out and then a calm, restorative conversation.

Recognition and Rewards

Positive behaviour will be rewarded with:

- Displays and recognition boards
- Golden Book - Children are awarded certificates for demonstrating our learning values in celebration assembly.
- Positive Points
- Stickers
- Proud Post
- Home contact (calls/emails)
- SLT praise
- THRIVE award -for children who demonstrate our values consistently every day. These trophies are awarded to one child in each class, each term. Parents are invited to the very special award ceremony.
- Verbal recognition

Weekly points:

Children have 5 points per day, 25 points for the week.

If all points are kept over the course of the week, parents will be notified. If children have retained 23 or more points over the week, they will be rewarded with 15 minutes of “me time” on a Friday.

Children will earn bronze, silver and gold certificates throughout the year for 2 consecutive terms of keeping all points.

Systems and Sanctions

Children who follow the rules, take responsibility for their own behaviour and who demonstrate shared values, will be positively recognised or rewarded.

Before any sanctions are implemented, teachers recognise and praise positive behaviours and those who are demonstrating the school expectations. For example: *“Thank you X for showing you are ready, by looking at the board.”*

Behaviour	Action
<p>Poor Conduct and / or learning behaviour e.g. talking when someone else is talking; calling out, distracting others, general rudeness, getting out of seat, not following instructions, shouting, arguing, bad manners when eating, swinging in chair, poor attention and listening, poor uniform standard, not addressing teachers or children appropriately.</p>	<p>Verbal warning is given with an explanation of the issue with the behaviour, linked to ‘Be Ready, Be Respectful, Be Safe’ – e.g. The rule is be respectful and you are talking at the same time as me, followed by an explanation of how the behaviour needs to improve. Reference to class posters and visuals will be made to encourage children to improve their choices with their behaviour.</p>
<p>Repeat of poor conduct and / or learning behaviour</p>	<p>A yellow card will be issued which will be kept on the child’s desk / on the carpet in front of them. An explanation of why the card has been issued and what changes need to be made with conduct will be given. A warning that it may be changed to a red card if improvements are not made will be given. “Put it Right” - children have the opportunity to change their behaviour positively. This card will be removed when improvements in behaviour are observed within the lesson.</p>
<p>Yellow card remains with child at the end of a lesson. Behaviour did not improve.</p>	<p>Expectations are re-set for the next lesson. 1 point lost – this must be logged on Class Charts. 5 minutes restorative conversation at an appropriate time with the class teacher. Any missed learning will need to be completed.</p>
<p>Yellow card issued and no improvement in behaviour / decline in behaviour during a lesson / additional poor behaviour in a session</p>	<p>Yellow card is exchanged for a red card. Issues with behaviour and how this must be improved are explained in preparation for next lesson. (reset) Warning of consequence and next step explained. Child to have restorative conversation with SLT during next recreation time (phase leader if possible) Total 2 points lost for the 2 yellow cards- this must be logged on Class Charts.</p>
<p>A straight red card is issued within a lesson.</p>	<p>Child will spend an hour of their learning time with Headship Team. Child will miss next lunch play - supervised by a member of SLT/Headship Team. Restorative Conversation with SLT/Headship Team, ensuring they know school expectations and how to ensure this doesn’t happen again. Any missed learning will need to be completed. Class teachers will need to ensure that they communicate with SLT/Headship Team to ensure that the sanction is given. 2 points lost and recorded on Class Charts.</p>

All Yellow/Red Cards are given discreetly and accompanied by an instant conversation, down at the

child's level, with consideration to location and volume. Teachers are expected to use their knowledge of children to support any issuing of consequences.

Some behaviours will earn an automatic card or sanction:

<p>Misbehaviour</p> <p>Automatic yellow card + sanction</p>	<p>Serious disruption in lessons and around the school</p> <p>Non-completion of classwork</p> <p>Poor attitude and lack of respect to people and property</p> <p>Non-deliberate swearing or poor language use</p> <p>Lying</p> <p>Dishonesty</p> <p>Teasing / unkindness</p> <p>Silliness in toilets.</p> <p>Damage to equipment or property through lack of care and/or attention</p> <p>Walking away from a member of staff</p> <p>Leaving a room without permission</p> <p>Leaving the playground without permission</p> <p>Hurting child or member of staff by careless action or lack of attention to safety (not deliberate)</p> <p>Deliberate disrespect of environment – throwing paper towels / rubbish on the floor</p>
<p>Misconduct</p> <p>Automatic red card + sanction</p>	<p>Refusal to engage with whole class routines. E.g coming into school from the playground.</p> <p>Name calling</p> <p>Pushing / shoving / barging</p> <p>Physical harm to others – hitting, kicking, throwing something, biting, etc.</p> <p>Spitting</p> <p>Swearing</p> <p>Repeated lying after previous incidence</p> <p>Deliberate actions that can cause harm – pulling chairs away, shutting doors on people</p> <p>Unsafe or unsuitable behaviour in toilets – locking doors and crawling out, throwing water, any misuse of toilet paper, soap, paper towels etc. (including purposeful urination/soiling on property or peers)</p> <p>Playing with key-pads / codes / exit buttons around the school</p>
<p>Serious Misconduct</p> <p>Automatic SLT intervention</p>	<p>Any form of bullying</p> <p>Any form of child on child abuse</p> <p>Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation</p> <p>Vandalism</p> <p>Serious damage to property or equipment</p> <p>Theft</p> <p>Fighting</p> <p>Physical or verbal aggression towards a child or member of staff</p> <p>Physical assault of a child or member of staff</p> <p>Racist, sexist, homophobic or discriminatory behaviour or language</p> <p>Possession of any prohibited items (for which a search can be made). These are:</p> <ul style="list-style-type: none"> • Knives or weapons • Alcohol • Illegal drugs • Stolen items

	<ul style="list-style-type: none"> • Tobacco and cigarette papers • Fireworks • Pornographic images • Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child)
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Misbehaviour

All behaviour is a form of communication and as such we are committed to supporting children to recognise their misbehavior and develop ways to reduce. Staff are encouraged to consider what is affecting children to behave in this way. THERE IS ALWAYS A REASON.

Our scale of sanctions relates to incidents within a time-limited period. Repetition of the behaviours will, over time, trigger a range of other strategies and sanctions e.g., an individual behaviour support plan, part time timetable or an increased length of exclusion. Staff should always use strategies to de-escalate behaviour to avoid children moving to the higher stages too quickly. All behaviours below are indicative: we cannot provide a complete list.

Stage/Points	Indicative Behaviours	Sanction
0 Verbal Warning	Examples include: Not settling quickly/lining up quickly Not walking in line quietly/incorrect order Fiddling/fidgeting Not looking at the teacher Not responding to whole class signals from adult Not using appropriate learning signals when in class Initial off-task behaviour Incorrect uniform	No sanctions at this stage. Use behaviour management strategies to support the child to make positive changes.
-1 Yellow Card 1 point deducted	Several repetitions of stage 0 behaviour even after adult interaction. Examples include: Pushing into line Inappropriate noises Talking when not directed to Wandering about class/school Interrupting class teacher when talking Interrupting other children Calling out Bringing inappropriate items to school e.g. sweets – Incorrect uniform issues for a consecutive second day	Yellow Card issued “Put it Right” - Explain that if the behaviour improves the card will be taken away and no points will be lost. If no improvement the card will remain and will be recorded on Class Charts as –1 point. It could also develop into a red card. 1 point loss – recorded on Class Charts. 5 min restorative conversation at an appropriate time with the class teacher.
-2 Red Card 2 points deducted	Repetition of stage 0 or -1 behaviour further misbehaviour. Examples include: Deliberately creating a disturbance Accidental damage through inappropriate actions/misuse of resources Cheek/rudeness/back-chat comments Minor challenge to authority Purposefully annoying/upsetting other children Distracting children from their learning	Red Card issued Additional point deducted if yellow card has turned into red (2 total) Recorded on class charts. Restorative conversation with SLT during next recreation time.
-2	Examples include:	2 point deduction – instant red

<p>Instant Red Card</p> <p>2 points deducted</p>	<p>Refusal to engage with whole class routines. E.g coming into school from the playground.</p> <p>Name calling</p> <p>Pushing / shoving / barging</p> <p>Physical harm to others – hitting, kicking, throwing something, biting etc.</p> <p>Swearing</p> <p>Repeated lying after previous incidence</p> <p>Deliberate actions that can cause harm – pulling chairs away, shutting doors on people</p> <p>Unsafe or unsuitable behaviour in toilets – locking doors and crawling out, throwing water, any misuse of toilet paper, soap, paper towels etc.</p> <p>Playing with key-pads / codes / exit buttons around the school</p>	<p>card. Recorded on class charts.</p> <p>Hour of child’s learning time with Headship Team.</p> <p>Child will miss next lunch play. Restorative Conversation with SLT/Headship Team.</p> <p>Any missed learning will need to be completed.</p> <p>Contact with parents</p>
<p>Headship team immediate involvement</p> <p>2 points deducted</p>	<p>Behaviour which poses a risk to others</p> <p>Examples include:</p> <p>Deliberately throwing objects with the intention of breaking them or hurting others</p> <p>Repeatedly leaving the classroom without permission</p> <p>Attempting to leave the school site.</p> <p>Threatening behaviour</p> <p>Damaging school or other children’s property</p> <p>Intentional harm to others</p>	<p>Send X to the office for Headship Team.</p> <p>Contact made with parents.</p> <p>Could result in internal exclusion/ immediate external suspension.</p>

Monitoring Behaviour and Responding to Repeated Incidents

All points lost as a result of cards issued must be recorded on Class Charts.

<u>Issue</u>	<u>Action</u>
22 points or less by the end of the week	A member of the leadership team will speak with the child to re-set expectations for the following week. Class teacher will speak to parent. Child will miss 5 minutes of their ‘me time’ on Friday. Any point totals that are under 20 would result in loss of all ‘me time’
3 weeks of less than 22 points within a term	Tracking my Success to be implemented. Parents informed. This must be signed by a member of SLT at the end of every session. When the week is completed, it must be held within class file.
3 red cards on the playground within a term	Playground privileges removed and social skills support in place through Community club and intervention for a term. Parents informed Children will still have an opportunity for some managed time outside.

Should behaviour not improve, or issues consistently be repeated, additional sanction and consequence may be implemented:

<p>Timetable adjustment or reduction</p>	<p>Parent meeting</p> <p>Hours in school adjusted to allow child to demonstrate required behaviours and become successful. Hours to increase over time.</p> <p>SLT & SENco involvement</p> <p>Behaviour plan written</p>
<p>Internal Exclusion</p>	<p>A child will spend a period of time out of class with a senior leader, completing class work.</p> <p>Parent meeting</p> <p><i>Internal exclusion may be given after a stand-alone behaviour or child-on-child abuse incident. e.g. hurting children or staff with</i></p>

	Behaviour plan written	<i>deliberate action, aggression, serious damage to equipment or property, leaving the school site</i>
Suspension	Consistent behaviour issues after internal exclusion may result in a child being suspended Behaviour plan written	<i>A suspension may be given without the sequence of internal exclusion and alternative hours: child on child abuse, uncontrollable aggression, seriously hurting a child or member of staff, behaviour which puts safety of others at significant risk</i>
Exclusion	Consistent behaviour issues after any timetable adjustments or suspension, may result in a child being excluded	<i>A child may be excluded for a significant incident or issue without other sanction being implemented previously.</i>
<ul style="list-style-type: none"> • Suspension: will follow DFE and Kent Guidance • Exclusion will follow DFE and Kent Guidance 		

The 30-Second Intervention (Paul Dix)

The 30 second intervention is a predictable way of supporting children to correct their misbehaviour whilst ensuring they feel in control and do not lose their dignity. The adult has to remain calm, emotionally intelligent and certain of what they are saying.

- 1) Approach the child when there is an opportunity to set the rest of the class up on an independent task.
- 2) Everything about the physical presence of the teacher and tone of voice must be seen by the child as looking to avoid any conflict. Get down to their level on a knee or by pulling up a chair.
- 3) *I noticed you are.....* (having trouble getting started/finding it difficult to focus/wandering around the classroom).
- 4) *It was the expectation or rule I have about.....* (staying on task/lining up/staying in our seats) *that you broke.*
- 5) *If this carries on...*
- 6) *Do you remember last week/lesson/yesterday when you.....* got the gold award/did that fantastic learning/ were really focused in lessons.
- 7) *That is who I need to see today...*
- 8) *Thank you for listening.* Move away – don't turn back. Give the child the time to make the choice and for other children to get on with learning.
- 9) Do not confront the secondary behaviour. Focus on the misbehaviour that you wanted to see an improvement in. praise the child for improving their behaviour.

Detentions

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. At River Primary School, children are given opportunities to correct their behaviour before receiving any detention.

Detentions are normally during recreation times.

During any lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

We use detentions as described in the above sections consistently and fairly by staff.

This process is shared with staff and children at least annually and talked about in line with our school values. Teachers have authority to issue detention to pupils within the process as stated

above, including same-day detentions. We do not issue after school detentions.

Parental consent is not required for detentions. School staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety.

Misconduct Behaviour is defined as:

- Repeated breaches of school expectations/ persistent misbehaviour
- Inappropriate language
- Any form of bullying
- Any form of child on child abuse
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Physically hurting others or themselves.
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Each incident of misconduct will result in removal from classroom or playground by SLT. This is used as an alternative to suspension and promotes and reinforces the importance of attendance and promotes inclusion.

Removal from the classroom

- Removal is where a pupil, for serious misconduct, is required to spend a limited time out of the classroom at the instruction of a member of staff.
- The use of removal allows for continuation of the pupil's education. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.
- Removal from the classroom is a serious sanction.
- Parents will be informed on the same day if their child has been removed from the classroom.
- Please refer to the *dysregulated behaviour policy* for steps taken to keep everyone safe.

The aims of removal are:

- to keep everyone safe
- to ensure other children can learn
- to offer a quiet space to calm
- to ensure appropriate time is taken to restore a situation
- to engage with staff
- to reflect
- to maintain self- esteem and avoid humiliation

Children will be removed to the SLT offices or pastoral spaces in either school. These areas will be well-stocked with equipment so that children can carry on with their education.

Senior leaders will use their judgement about the severity of the misconduct and the child's emotional state as to how long a child will remain out of class. If this is longer than 10 minutes, teachers are expected to provide learning in line with the rest of the children in the class. A child should not be removed for more than 2 hours, unless there is a legitimate reason to do so (child/other children's safety). If a child has not calmed after this period, a suspension will be considered.

A restorative discussion is had, explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.

This will be recorded on ClassCharts. Parents will be contacted on the same day a child has been removed from the classroom and any subsequent consequences will be discussed.

If, for any reason, it is not possible to remove the child from the classroom, staff will make a decision to move the class to a safe space in an attempt to minimise any disruption.

Classcharts as our Recording System

The system is used to record misbehaviour and misconduct over time to support class-based staff and leaders in identifying patterns in order to implement support. We believe that by working together with parents, behaviour can make improvements. At each stage parents are informed and expected to speak with the child as well as support the school decisions.

The school systems which are used help identify triggers for children and further plan any personalised support to help staff to manage higher levels of misconduct.

Behaviour Plans, ABCs and Trackers are used to support adults in understanding patterns and triggers and tracking.

Tracking my Success

The tracking my success sheet gives children an opportunity to reflect on their behaviour with a member of SLT at regular intervals during the school day. This important check-in (reporting) helps the child to talk about their successes and analyse the challenges they have had. The adults in the classroom rate the behaviour, attitude and learning of the child in each session. The tracking my success sheet should go home each evening so parents can review and discuss with their children. These must be completed as it will help to build a picture and identify any patterns or triggers for the child.

Making adjustments – Behaviour plan

Where the child is at risk of escalating, a Behaviour Plan (known sometimes as a pastoral support plan) must be implemented by all adults working with the child to ensure a consistent approach is followed in achieving positive behaviour responses. This is completed by the class teacher, SLT and Pastoral Team (where appropriate). The class teacher then meets with the parents.

For some children managing emotions and their behaviour can be challenging and is impacted by a range of variables. For these children it is important for us to plan and adapt our support without reducing our expectations. It is necessary for us to consider the antecedents for the behaviour, the behaviour itself and potential strategies for support. The behaviour plan is regularly evaluated and adapted as necessary. **It is the responsibility of the class teacher to share the behaviour plan with all adults who have contact with the child, so that a consistent approach is taken.**

Suspension

The school process is in line with the DFE guidance [school suspensions and permanent exclusions](#). In the event of a serious behaviour incident, Headteacher may impose an immediate

exclusion from school. Parents and the local authority will be informed of the incident, the duration and the arrangements for returning to school on the day the suspension or exclusion is imposed.

For children with protected characteristics and those with SEND, the school will have made reasonable adjustments and its best endeavors before taking any action at this level.

When establishing the facts in relation to a suspension or permanent exclusion decision the head of school or executive headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

A suspension can be for one or more fixed periods for up to 45 days within a year. It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

Before the child is re-admitted to school, a return to school meeting between the parent/carer and the school will be held. The purpose of this meeting will be to discuss strategies to support positive behaviour and attempt to avoid further exclusion. Exclusion of a pupil may be for a fixed-term or may be permanent.

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, the Acting Headteacher should take reasonable steps to ensure that work is set and marked for pupils during the first five school days, when the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered. Paragraph 8 provides further guidance on utilising online pathways and the potential significance of SEND law.

Re-integration Plans

Following consultation with parents/carers it may be necessary to design a specific learning and attendance schedule for an individual child dependent on their need. These integration plans set out the structure of attendance to ensure that full-time attendance is achieved within 6 weeks if possible. This may mean an alternative timetable so that the pupil attends school outside normal school hours. The purpose of this approach is to support the child in developing positive attitudes and behaviours, keeping the opportunities for negative responses to a minimum. The local authority will be informed if the school and parents agree to a part-time timetable and this is deemed appropriate.

Child-on-child abuse

- All members of staff at River Primary School recognise that children can abuse other children (referred to as child-on-child abuse, previously known as 'peer-on-peer' abuse), and that it can happen both inside and outside of school and online.
- River Primary School recognises that child-on-child abuse can take many forms, including but not limited to:
 - Bullying, including cyberbullying, prejudice-based and discriminatory bullying

- Abuse in intimate personal relationships between children
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals

Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with the child protection policy and KCSIE 2024. See the child protection policy for further details.

Bullying

Bullying of any kind is not tolerated At River Primary School we 'VALUE EVERYONE'.

The schools' definition of bullying is **"Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally"**.

Bullying includes any number of repetitive behaviours where the perpetrator or perpetrators intend to cause harm – these could include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyber bullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through web-sites and social networking sites, and sending offensive or degrading images by phone or via the internet. Bullying behaviour involves an imbalance of power (the person on the receiving end feels like they can't defend themselves).

If a child or parent/carer reports bullying issues to the school – they will be fully investigated by the school. The perpetrator and victim will be included in this investigation. All evidence will be collected and reviewed. Sometimes allegations of bullying are not clear, in these cases the school will assess the evidence and take action based on the reasonable probability that an incident has/has not occurred.

Any form of bullying is dealt with in line with the Serious Misconduct section of this policy.

Where it is deemed appropriate by the Acting Headteacher and Deputy Headteacher, children may receive a more serious sanction, such as a suspension for repeated incidents of bullying.

Behaviour Management during recreation

Children value their social and recreational times at school. It is vital that we support all children to have positive experiences at playtimes, creating a culture of fair play, respect, teamwork, contribution, friendship and enjoyment.

Rewards are more likely to promote positive behaviours and help us develop the culture we want to achieve for our children. We always ensure we are looking for positives and are not simply there to discipline children. At River Primary School we do not stand passively shouting instructions to children, we engage them in playtime activities and encourage them through any difficulties.

Teaching Assistants are responsible for managing the behaviour at recreation times, supported by teachers and the senior leadership team where necessary. To empower the teaching assistants to manage situations during recreational sessions, the behaviour policy can be applied consistently in

all areas of the school. This ensures teaching assistants feel confident to manage and deal with any behaviour.

This policy is based on understanding there is a reason for behaviour displayed by children. At recreational periods this is often exacerbated by several factors: The lack of routine and freedom from instructions/activity, the inability to contain excitement and not understanding boundaries when playing, are just a few examples.

To ensure we are proactive rather than reactive we have several expectations of adults outside during recreational activities:

- 1) Adults follow our OPAL principles (See OPAL Policy)
- 2) Adults always give children the opportunity to explain their 'side of the story.'
- 3) Adults avoid confrontation with children.
- 4) Responses to children are always appropriate.
- 5) Expectations are made clear to children at all times.
- 6) Maintain emotional calmness.
- 7) Adults will send in any children who have shown 'Red Card' Misconduct behaviour. These children will then be supervised by SLT. This is recorded on Class Charts.

Behaviour in the Early Years

With our younger children we aim to develop approaches, strategies and responses to effectively support them during challenging times. Below is a list of strategies which can be highly effective when working with challenging behaviour in EYFS

- Simplify language
- Provide a means of communication – e.g. symbols – visual cues like coloured smiley face cards
- Use the child's name first to attract their attention
- Use strengths / interests / motivators – have resources at hand to encourage participation
- Emphasise the positive
- Do not confront – offer a structured choice – give two options where possible
- Provide clearly defined expectations & boundaries – keep this consistent amongst all adults
- Plan for a crisis & share information – see Appendix 4 – Behaviour Plan
- Be consistent and calm
- Enjoy each for who they are to build a relationship

Strategies to de-escalate challenging behaviour in EYFS

- Sensory strategies that help to calm and divert – seek advice about what these might look like
- Stay calm - voice and body language
- Use a positive 'inner dialogue' - talking things through with the child. E.g. 'I can see you are feeling upset/angry – a quiet space will help.'
- Assess the situation – it may FEEL worse than it is
- Allow time and space
- Avoid win/lose situations, give the pupil a way out
- Avoid invading the pupil's personal space

SEN and Inclusion

The culture of positive behaviour supports all children. The expectation of children's behaviour is high and applies to all children in our school. Where children have an identified need which affects their behaviour the school will not lower their expectations for the child but will adapt the provision around the child to support them in meeting this expectation.

Early intervention in the form of sharing any decline in behaviour can be key to preventing further deterioration in behaviour and identifying any specific areas of need.

The Headteacher will liaise with the SENCo to identify when a child is in need of direct support. The Headteacher and SENCo will seek to identify how a child may be supported within the school's own resources and where necessary will work with parents to decide whether a referral for more specialist support may be appropriate. Assess, plan, do, review is used as a graduated approach in our Behaviour Plan to support any child who is demonstrating misbehaviour and misconduct regularly. The Behaviour Plan helps the school to predict any triggers, share the strategies which are in place to support the child and to review the provision. This is shared with all staff working with the child and with parents.

Antecedent, Behaviour, Consequence (ABC) records are used by staff to support early identification of triggers and patterns in behaviour. These do not replace the system linked to behaviour but are important for staff to review the provision in place. The ABC informs the Behaviour Plan.

In line with Mainstream Core Standards, the schools are proactive in ensuring there are a number of school-led strategies in place to support children, for example using ear defenders for children who find noise overstimulating, sensory toys, fidget cushions, personalised timetables, curriculum personalisation and adult support.

Training for staff in need types and strategies to respond is essential. The SENCo regularly leads training to support all staff in understanding children's needs and the strategies which best support them.

The school can request advice from the Specialist Teaching and Learning Service (STLS) regarding individual pupils through the Local Inclusion Team Forum (LIFT) with parental consent. It is also vital that teachers provide the opportunity for information regarding any changes in circumstances to be shared.

Reactive strategies and the Use of Reasonable Force

In line with [DFE Advice Use of Reasonable Force](#), Mrs V Alliston, Mrs J Brown, and Ms T Moody, are members of staff trained in the use of physical intervention and restraint using very clearly risk assessed PROACTSCIPr strategies.

The need for physical intervention of children is sometimes required and cannot be foreseen. Agreed strategies and process for this is shared in the dysregulated behaviour policy.

Confiscation

Any prohibited items, listed below and found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

- Prohibited items:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers

- Fireworks
- Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Searching and screening pupils is conducted in line with the DfE's latest guidance.

Behaviour outside of the school

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

All criminal behaviour should be reported to the police.

In response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school will be investigated by school staff. This includes interviewing witnesses, perpetrators and victims. Where contradicting stories or witness accounts are given, this significantly reduces the ability of the school to impose sanctions, especially where school staff are not present. The school will also ask for supporting evidence (screen shots of conversations only for example) for incidents online to support any allegations. After an investigation of the allegation a decision will be reached as to whether on the balance of probabilities whether the incident occurred.

For more serious incidents a suspension, loss of privileges or community service may be considered by Headteacher.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour on induction and regularly throughout the school year as part of continued professional development. Particular training is given to Early Career Teachers and staff working with children with identified barriers. PRO ACT SCIP r training for members of all staff is renewed annually

Monitoring arrangements

This behaviour policy will be reviewed by the Head of School and governing body every year. It will be updated and reviewed in line with any changes to DFE guidance. It will be reviewed and adjusted in response to any guidance issued in relation to the Covid-19 pandemic and associated Health and Safety practices.

Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection
- Anti-Bullying
- Acceptable Use
- Use of Mobile and Smart Technology and Social Media