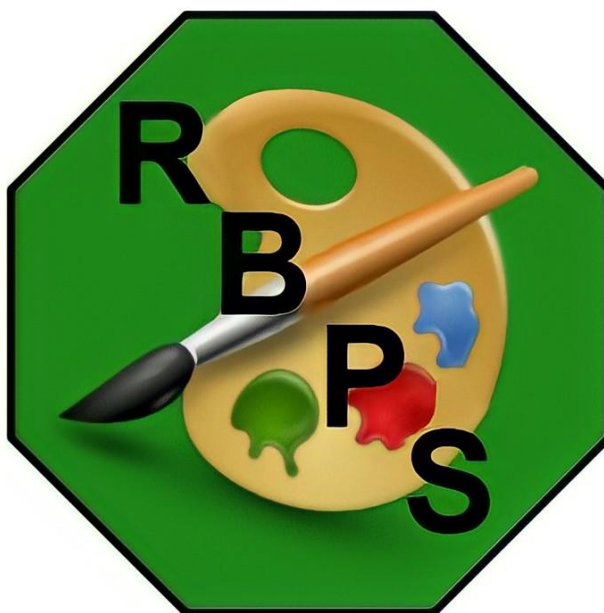


Richard Bonington Primary and Nursery School



Behaviour policy.

Adopted:	November 2024
To be reviewed:	November 2025
Head Teacher:	Mrs L Barbuti
Chair of Governors:	Mr R Smith

If you require this in another format, please contact the school office:

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It is a primary aim of our school that every member of the school community feels happy, valued and respected, and that each person is treated fairly. To achieve this we use our 'Always' code (Appendix 1). For learning to be most effective, children have to comply with the school behaviour code and its accompanying rules.

This policy aims to help children become positive, responsible, and increasingly independent members of the school community. We believe that we have a responsibility to support children as they develop the ability to regulate their own behaviour and to control their emotional responses to everyday situations.

We believe that it is important for us to help children understand the choices they make about behaviour. We actively promote and reward good choices, communicating clearly what is meant by acceptable and unacceptable behaviour. We manage negative behaviour in the classroom so that all children can learn in a calm and purposeful atmosphere and that the children learn about the consequences of their actions. Our approach avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

To achieve our aims, we use a simple structure of rewards and consequences, implemented consistently by all staff, supported by effective channels of communication between school and home.

Good to be Green behaviour strategy.

The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately. It also provides a means of being able to track those pupils who find it harder to meet the school's expected behaviour code.

The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times - 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day.

Every child starts their day on a positive note with a green card displayed in their pocket of the class chart. The card says- 'It's Good to be Green!' and the children soon learn to associate being on 'green' with a feeling of having done the right thing. This idea starts in Reception and works all the way through to Year 6.



As well as staying on green we aim to raise the profile of making the right behaviour choices and rewarding the children who make those choices.



These rewards include:

- regular verbal feedback to reinforce positive behaviour
- reference to good role models
- Dojos/House points.

- Certificates in end of half term assemblies
- Informal visits to other members of staff
- Teacher Rewards e.g star of the day, 'table of the week'
- 'Star of the Week' chosen to go on the website
- 'Silver' and 'Gold' cards can be awarded for going over and above the expected standards. If a silver or gold card is given, then the child visits the headteacher and praise is shared with the family.

Consequences

We seek to support children in making the right choices, but we must also present a secure system of intervention when learning and/or safety is compromised by the attitudes and behaviour of a child. Staff employ a hierarchy of consequences consistently and clearly.

<p>1. A pupil will be given an initial, verbal warning for low-level, unacceptable behaviour and a stop and think card, communicating to a child that their attitude or behaviour is not conforming to the standards that the school expect. At this point the child is encouraged and supported to improve the situation. As soon as an improvement occurs the child is explicitly praised.</p> <p>2. If the behaviour continues, then a yellow 'Warning Card' will be placed in the pupil's pocket on the chart. A 'Warning Card' means the pupil loses 5 minutes of break or lunch time.</p> <p>FS1 and FS2 need a more immediate sanction and so use a 'thinking chair' where a child will sit for a short period of time.</p> <p>Teachers will use their professional judgement to inform parents when yellow cards are being given regularly.</p>	
<p>3. If the 'yellow' behaviour continues and the pupil does not improve, they could receive a red 'Consequence Card' leading to loss of break or lunch time.</p> <p>The class teacher will inform the parents either verbally at the end of the day or by email.</p> <p>Teachers will record red cards on CPOMS.</p>	

For more significant issues children may go straight to a red card. For these more significant incidents a member of SLT should be informed and more than one playtime may be missed. Parents should be informed verbally if possible and an email is sent.

If 3 red cards are received in a term, then parents will be contacted by the class teacher to arrange a meeting with SLT to discuss how we can work together to improve the situation.

We do not tolerate any prejudice related language. If this occurs a red card will be given and the incident will be recorded. The child's parents will be informed, and the child will be asked to apologise in the first instance. Staff will ensure that the child understands why the language was unacceptable and does not match the culture of our school. The child's behaviour will be monitored to see if further support or education is needed. If another instance occurs, further sanctions will follow in line with this policy.

Examples of yellow card behaviours.		
Calling out	Running indoors	Minor deliberate damage
Not listening/ paying attention/talking	Not working	Telling lies to get others into trouble
Pushing, shoving in line	Not clearing up	Rough play

Examples of red card behaviours.		
Swearing	Destroys others' work	Bullying
Hurting intentionally	Racist and homophobic language	Threatens violence
Persistent defiance/answering back.	Serious damage to property or equipment	

This system is also used by Midday supervisors. If an incident happens at the end of the lunchtime, then children miss their next breaktime.

Emotion Coaching

Emotion coaching is an approach that focuses on helping children to become more aware of their emotions and to manage their own feelings particularly during instances of misbehaviour. At RBPS this is our agreed approach when managing and communicating with dysregulated children/

- Step 1: Recognise the child's feelings and empathise with them. E.g. I can see you feel frustrated by ... and I understand why you might be feeling like this.
- Step 2: Label the feeling and validate it. Let the child know it is okay that they are feeling like this.
- Step 3: Set the limits on the behaviour e.g. But it is not okay to.....
- Step 4: Co-regulate- e.g. Let's so you can feel calmer/ I need you to until you feel calm
- Step 5: Revisit the situation and problem solve with the child.

Children with SEND

- We recognise that children with SEND need a differentiated approach to behaviour management as their SEND needs may make it more difficult for them to comply with school behaviour policy. Reasonable adjustments should be made on an individual basis e.g for some children you may verbally issue a yellow/red card privately and not display the actual card.

- When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
- When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy.
- Staff should be fully aware of SEND when managing classroom behaviour and seek advice from the school SENCO if unsure about how to work effectively on behaviour with individual pupils.

Individual behaviour Support Plan

- When a child is repeatedly exhibiting similar problematic behaviours we try to understand the reasons for these behaviours and to work with the child to help them improve their ability to manage their own behaviour. As part of this support, it will sometimes be helpful to agree individual behaviour targets with the child to help them focus their attention on actions which are most likely to reduce problematic behaviours.
- Parents will be informed if their child has an individual behaviour programme and targets, rewards and sanctions will be shared with them.
- The class teacher, Head Teacher, parent/carer and child may be involved in reviewing and setting targets.

Exclusion

Exclusion is the strongest sanction that a school applies to a child, as that child is no longer allowed to attend school or is internally excluded within the school. Suspensions and permanent exclusions are seen as the final step in a process for dealing with poor behaviour. It is the hope and intention of the school that exclusions are issued only in extreme cases.

There may, however, be instances where a single incident results in an exclusion.

There are three forms of exclusion used at RBPS:

Internal isolation

- A child is internally isolated within the school and is segregated from their peers.
- They have no contact with their peers during the day and are in isolation during playtime and lunchtime with a teacher.
- The child is supervised and is able to access learning tasks.
- The Head Teacher decides on the number of days the internal isolation will last for, and this is communicated to parents.
- Should behaviour deteriorate further then an external exclusion will be considered.
- This is recorded internally by the school.

External Fixed Term

- A child is excluded from school for a set period of days and is then readmitted.

- The Head Teacher decides the number of days and this is communicated to the parents.
- Appropriate school work is provided for the child during the exclusion period.
- One of the parents /carers must be present at the re-admittance meeting where the conditions of re-admittance are clearly explained to the child.
- Re-admittance only happens if the Head Teacher is satisfied that the child understands the reason for the exclusion and the basis of re-admittance.
- This is reported to the local authority.

Permanent Exclusion

- The child does not return to the school following a permanent exclusion and the LA (local authority) works with the parents to secure a place at an alternative school.
- This is a last resort.
- The school will strive to avoid a permanent exclusion but recognises its role in a sanction system.
- There are formal procedures pertaining to exclusions that the Head Teacher will apply when appropriate. All exclusions are reported to the local authority **and** the Governing Body.
- In the case of exclusions which number over 15 days in one year, the disciplinary committee of the Governing Body is convened in order to hear the specific circumstances causing such sanctions.

Positive handling/physical restraint

***See positive handling policy.**

The use of reasonable force upon any child by a member of staff is a serious matter and must only be considered as a last resort. De-escalation is always the primary form of intervention. These are preventative interventions that help lessen potential conflict.

The Education and Inspections Act 2006 enables all school staff to use such force, as is reasonable in the circumstances, to prevent a pupil from doing or continuing to do any of the following:

- committing any offence,
- causing personal injury to or damage to the property of any person (including the pupil himself) or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Equals Trust Academy recognise the benefits of specialist behaviour management training for staff in de-escalation methods and the use of restrictive and non-restrictive procedures. The Trust elects to follow the CPI Safety Intervention model.

- We have designated individuals who have completed the two-day CPI training course and are trained in the holds and disengagements. In exceptional cases where emergency action is required, all school staff can use reasonable force if there is sufficient risk of harm to themselves or others, in line with legislation.
- Refresher training is provided by the Trust and staff are expected to attend refresher training annually.

Staff do not require parental consent to apply reasonable force on a pupil.

- If a child is at risk of needing physical restraint, or once physical restraint has been used a risk assessment will be drawn up and shared with parents. This will be reviewed every time a restraint is necessary.

Parental involvement.

. We aim to build a supportive dialogue between the home and the school. We inform parents immediately if we have concerns about their child's welfare or behaviour.

We expect parents to:

- be aware that we have school rules and to support them
- co-operate with the school
- support their child's learning
- support the school's decision when applying consequences to deal with any specific incident / issue

If parents have any concern about an incident, they should initially contact the class teacher. If the concern remains, they should contact the phase leader and if still unresolved, the headteacher. If these discussions cannot resolve the problem, a formal complaint can be made to the Governors.

Searching/confiscating.

- Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning.
- Using searching and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.
- Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item, as listed
 - knives and weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - 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, or damage to property of;
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images.
- Under common law, school staff have the power to search a pupil for any item if the pupil agrees.
- The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.
- The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The staff member should also involve the

designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

- If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately.
- The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.
- Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.
- The authorised member of staff should always seek the co-operation of the pupil before conducting a search.
- If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:
 - are in possession of a prohibited item;
 - do not understand the instruction;
 - are unaware of what a search may involve; or
 - have had a previous distressing experience of being searched.
- If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.
- If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.
- If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.
- An appropriate location for the search should be found. Where possible, this should be away from other pupils.
- The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.
- The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.
- There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:
 - if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
 - in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

- When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.
- A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.
- The person conducting the search must not require the pupil to remove any clothing other than outer clothing.
- 'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. See paragraphs 25-27 on who can conduct a search.
- The member of staff's power to search outlined above does not enable them to conduct a strip search.
- Schools are encouraged to include in the record of each search:
 - the date, time and location of the search;
 - which pupil was searched;
 - who conducted the search and any other adults or pupils present;
 - what was being searched for;
 - the reason for searching;
 - what items, if any, were found; and
 - what follow-up action was taken as a consequence of the search
- This will be recorded on CPOMS.
- Parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable.
- A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.
- Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.



Always code.

Together we make a difference.

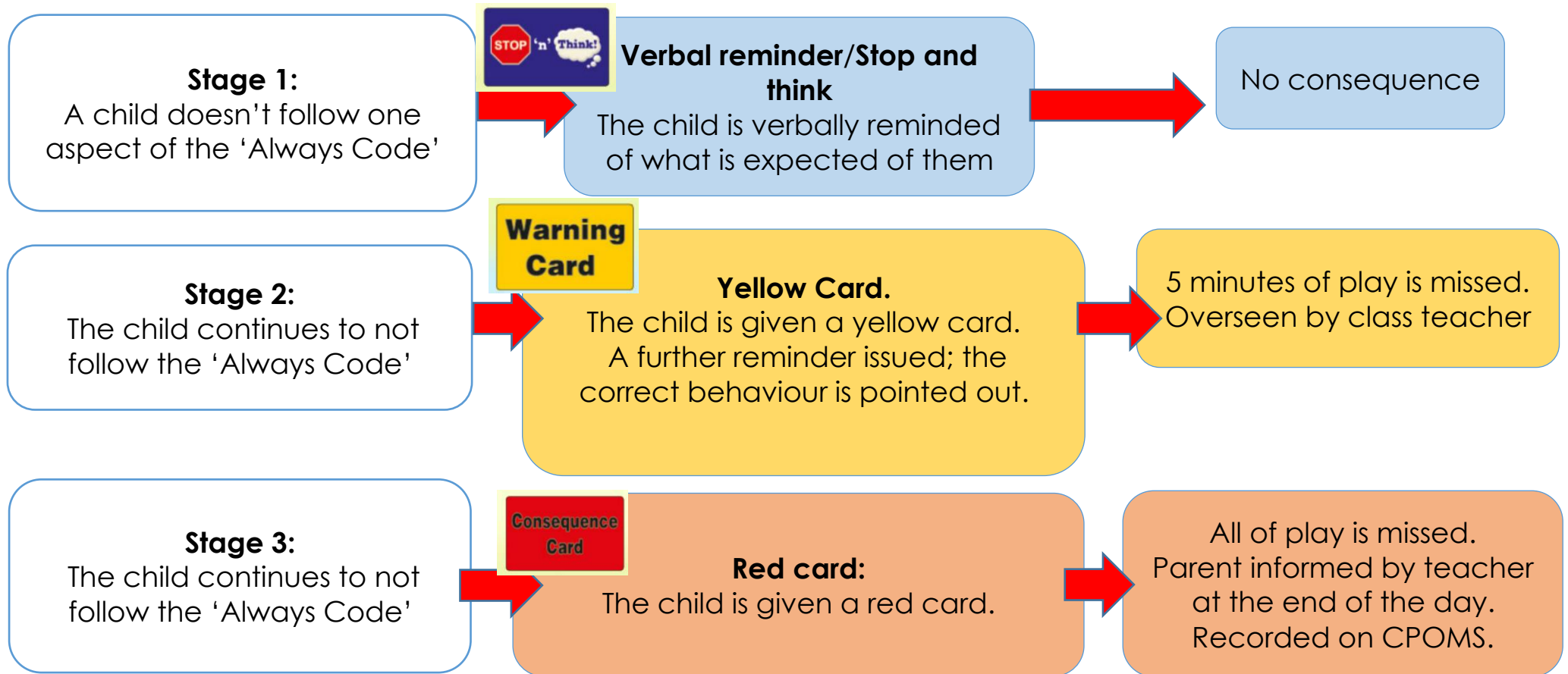
Respect and value our school and community.

Believe in each other and celebrate success.

Participate and make every day count, aspiring to achieve your very best.

Support everyone, care for them and make them feel welcome.

Consequences chart.



Further information about red cards:

Sometimes children may go straight to a red card and miss a whole playtime or more than one depending on the severity of the incident. This may be for a significant incident e.g for violent or aggressive behaviour, the use of bad language/racist/homophobic name calling.



Consequences chart.

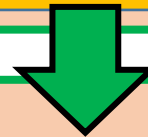
Stage 1:

Verbal reminder/Stop and think



Stage 2:

Yellow card



Stage 3:

Red card



Sometimes children may go straight to a **Red** card and miss a whole playtime **or** more than one depending on the severity of the incident.

This may be for a significant incident, for violent or aggressive behaviour, the use of bad language/racist/homophobic name calling.

Child makes the wrong behaviour choice.

Yellow card-miss 5 mins play.

Red card.
Yellow card behaviour escalates

Blue box

