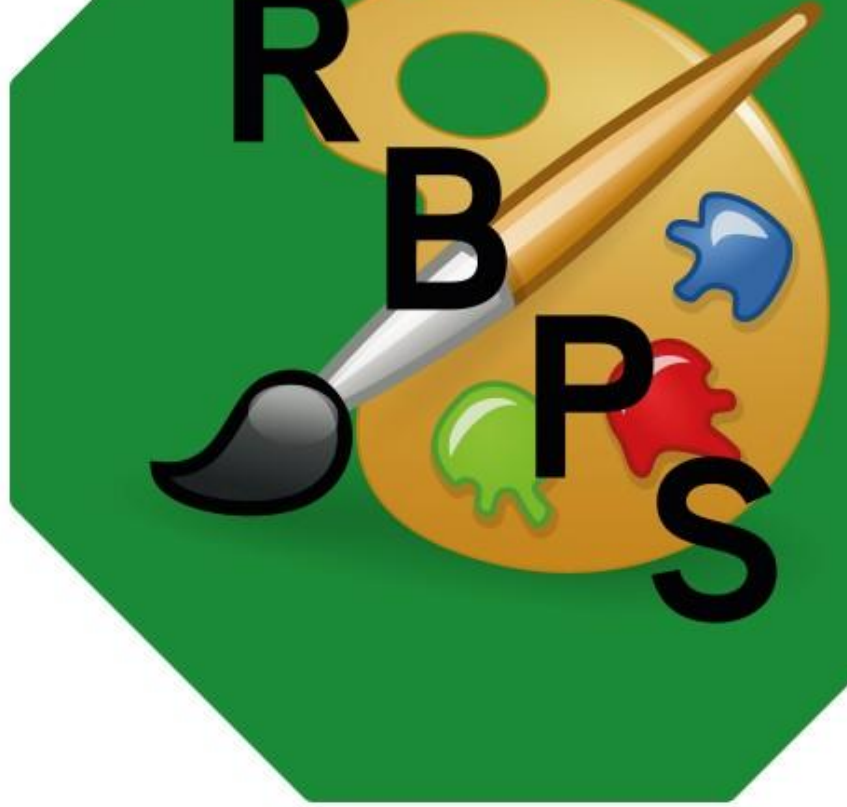




Richard Bonington Primary School.

Behaviour Policy

Date approved by Governing Body	July 2026
Date for review.	July 2027

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.

We have a responsibility to support children to:

- develop the ability to regulate their own behaviour and control their emotional responses to everyday situations
- become positive and responsible members of the school community
- develop their social awareness
- become independent and enthusiastic learners

We actively promote and reward good choices, communicating clearly what is meant by acceptable and unacceptable behaviour. We respond to 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.

This policy is written in line with the DfE 'Behaviour in Schools' guidance (2022) and 'Suspension and Permanent Exclusion' guidance.

Strategies to promote a positive classroom/school atmosphere.

- In assemblies' children will be regularly reminded of our Always Code,
 - **Respect**
 - **Believe**
 - **Participate**
 - **Support.**
- When children are doing well, or need reminding about behaviour, staff will refer back to these expectations.
- At the start of the year teachers will decide with the children their 'classroom rules'. These will be agreed as a class and followed by everyone. Class teachers will consistently reinforce these rules.
- Staff will know their children. Reminders/reprimands will be delivered in a way that is appropriate to age, character and needs of the individual.
- Staff model good behaviour and positive relationships for pupils.
- All classes use the 'Good to be Green' scheme, which 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. Every child starts their day on a positive note with a green card.
- 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
- 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'
- '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 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.

Stage 1. A pupil will be given an initial, **verbal reminder** for low-level, unacceptable behaviour and a **stop and think** card and is encouraged to improve the situation.

Stage 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 lunchtime.

Teachers will use their professional judgement to inform parents when yellow cards are being given regularly.

FS1 and FS2 require a more immediate response and so use a 'thinking chair' where a child will sit for a short period of time.

Stage 3. If the 'yellow' behaviour continues and the pupil does not improve, this escalates to a red 'Consequence Card' leading to loss of the whole break time or 15 mins of lunchtime.

The class teacher will inform the parents either verbally at the end of the day or by email.

Teachers will record red cards on CPOMS.

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 if appropriate.

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.

The school does not tolerate prejudice-related behaviour or language of any kind. This includes incidents related to protected characteristics such as:

- race
- religion or belief
- disability

- gender
- sexual orientation
- gender identity

Any incident of prejudice-related behaviour will be treated seriously and will result in a red card. The incident will be recorded on CPOMS and parents/carers will be informed.

Staff will follow up all incidents by:

- supporting the child to understand why the behaviour is unacceptable
- reinforcing the school's values and expectations
- considering whether further education or support is needed

Repeated incidents will result in further action in line with this policy and may involve senior leaders and external support where appropriate.

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 break time.

Where behaviour is a cause for concern, the school will consider whether this may be linked to a safeguarding issue and follow safeguarding procedures where appropriate. The school will make reasonable adjustments in line with the Equality Act 2010.

How do we speak to the children?

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. The school will make reasonable adjustments in line with the Equality Act 2010.
- 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, Headteacher, 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 not with their peer group for the specified time. This will be used proportionately, for the shortest time necessary, and with appropriate safeguarding and supervision in place.
- The child is supervised and is able to access learning tasks.
- The Headteacher decides on the number of lessons/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 Headteacher 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 Headteacher 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 Headteacher 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.

The Equals Trust recognises the benefits of specialist behaviour management training for staff in de-escalation methods and the use of restrictive and non-restrictive procedures. The Trust has adopted 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 strong and supportive partnership between home and school to promote positive behaviour.

The school will communicate with parents/carers as follows:

- Parents/carers will be informed of all red card incidents on the same day
- Patterns of repeated low-level behaviour (e.g. regular yellow cards) will be discussed with parents at an early stage
- Parents/carers will be invited to meetings where behaviour is causing concern or where additional support is required

We expect parents/carers to:

- support the school's behaviour expectations and 'Always Code'
- work in partnership with staff to support their child's behaviour
- reinforce positive behaviour and expectations at home

If parents/carers have any concerns, they should first contact the class teacher. If the issue is not resolved, it should be escalated to the phase leader and then the Headteacher. Formal complaints should follow the school's complaints procedure.

Clear, consistent communication helps ensure that behaviour is supported effectively and fairly.

Searching and confiscating

The school has a duty to ensure that all pupils and staff are safe. As part of this, authorised staff may search pupils or their possessions where there are reasonable grounds to suspect that a pupil may have a prohibited item.

Prohibited items include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any item that is likely to be used to commit an offence, cause injury, or damage property

Searches will be carried out in line with statutory guidance and conducted respectfully, taking into account pupils' age and needs. Wherever possible:

- searches will be conducted by a member of staff of the same sex
- another member of staff will be present as a witness
- the pupil will be informed of the reason for the search

Reasonable force may be used where necessary and proportionate to prevent harm or serious disruption.

All searches for prohibited items will be recorded on CPOMS, and parents/carers will be informed as soon as practicable.

Where a search raises safeguarding concerns, the Designated Safeguarding Lead (DSL) will be informed immediately and appropriate action will be taken in line with safeguarding procedures.

Further detailed guidance can be found in the school's safeguarding and behaviour appendices.



Always code.

Together we make a difference.

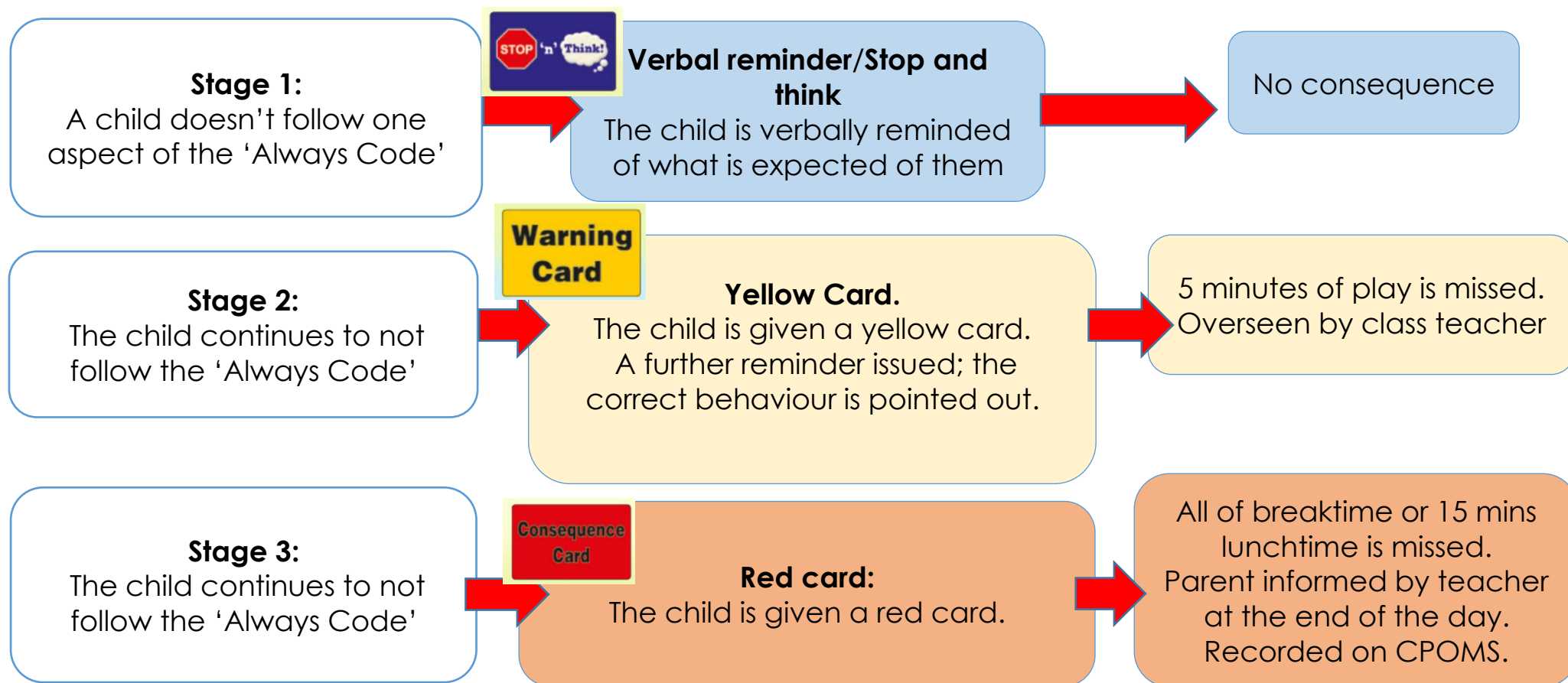
Respect and value our school and community.

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.

