



# ***Rivington Foundation Primary School***

## ***Positive Behaviour Policy***

*Date written: September 2023*

*Date agreed and ratified by Governing Body: September 2023*

*Date of Next Review: September 2024*

# 1 Aims and expectations

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to encourage the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The primary aim of the behaviour policy is a means of promoting good relationships, so that children and staff can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others. Pupils are encouraged to take responsibility for their own behaviour and to recognise the consequences of inappropriate behaviour.

***'If you stop the teacher from teaching, you stop others from learning.'***

- 1.4 We aim to treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness, co-operation and self-respect.
- 1.7 This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.8 The school only has three rules:
  - Be Respectful
  - Be Responsible
  - Be Safe

***These rules are mentioned daily, in all assemblies/classrooms. This is all part of a culture of extremely high expectations at Rivington and aligns very closely to our vision, mission statement, mottos and values.***

- 1.9 Rivington Learning Behaviours Team play a major role in ensuring that high standards of behaviour are consistently maintained across the school. The team

*meet fortnightly (all meetings have an agenda and are minuted with actions), to discuss a range of items, including behaviour. This ensures that there is a collaborative approach and support is accessed as quickly as possible.*

**1.10 The team consists of:**

- Headteacher
- Deputy Headteacher/Mental Health First Aider
- Pastoral Lead/Mental Health First Aider
- DSL
- SENCo
- Learning Mentor

**Mental Health and Emotional Support:**

- 1.11** *Children and adults can access additional support that is above and beyond classroom provision if required, through our Mental Health First Aiders/outside agencies.*

## **2. Rewards and sanctions**

- 2.1** *When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.*
- 2.2** ***Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.***
- 2.3** *We praise and reward children for good behaviour in a variety of ways:*
- *Teachers congratulate children;*
  - *We distribute stickers to children either for good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;*
  - *Teachers reward children with 'dojos' with class target rewards (Y1-6);*
  - *In EYFS, children are rewarded with Stars on their 'Wow!' card.*
  - *In EYFS, children are placed on the 'rainbow' for good work, behaviour, or to acknowledge outstanding effort or acts of kindness in school;*
  - *Teachers, Wrap Around Care Leaders and Welfare staff give certificates for following the school rules in our weekly celebration assembly;*
  - *Teaching staff give out house points;*
    - *Collective class rewards*
    - *Stickers for good behaviour at lunchtimes*

- 2.4 *The school acknowledges the efforts and achievements of children, both in and out of school.*

## **Classroom Management**

- 2.5 *Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.*

- 2.6 *They will:*

- *Create and maintain a stimulating environment that encourages pupils to be engaged*
- *Display the behaviour curriculum and their own classroom rules*
- *Develop a positive relationship with pupils, which includes:*
  - *Greeting pupils in the morning/at the start of lessons;*
  - *Establishing clear routines;*
  - *Communicating expectations of behaviour in ways other than verbally;*
  - *Highlighting and promoting good behaviour;*
  - *Concluding the day positively and starting the next day afresh;*
  - *Having a plan for dealing with low-level disruption;*
  - *Using positive reinforcement.*

## **Dealing with inappropriate behaviour**

- 2.7 *When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.*
- 2.8 *Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.*
- 2.9 *De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.*
- 2.10 *When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.*

- 2.11 It is important that children know what will happen to them if they choose to misbehave and that the consequences are applied consistently and fairly.
- 2.12 The Rivington Behaviour Steps are a sequence of actions that are to be taken when leading with low-level inappropriate behaviour. There is a script for staff to follow in order to support this process **See Appendix 2.**
- 2.13 The school employs a clear set of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ the set of sanctions consistently across the school, based on a list of inappropriate behaviour and it is clearly understood by pupils and staff. **See Appendix 1 and 2.**
- 2.14 If children are sent to talk to Mrs. Whittaker or Mrs. Annette and are sent to their timeout room, they will be expected to complete a, 'Forgiveness Slip'. This will be returned to the class teacher. **See Appendix 3**
- 2.15 Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

### **Restorative Behaviour Approach at Rivington**

:

**Our job is to teach the  
PUPILS we have, NOT those  
we would like to have, NOT  
those we used to have, But  
those we have right now ALL  
of them.**

- 2.16 At the heart of the Restorative Approach is the intention to resolve conflict in that occurs between people through a peaceful and fair process in which all parties are heard and respected.
- 2.17 We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values of: Pride Intrepidness No Limits – We Wear Our 'PIN' with Pride.
- 2.18 On occasions when these values are not being respected, we use restorative approaches as outlined in our behaviour chart to help pupils understand the impact of their actions and how to resolve it.

- 2.19 We believe that by using this Restorative Approach we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future.
- 2.20 Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop the values of Honesty, Responsibility, Courage, Perseverance, Kindness, Respect.
- 2.21 If a pupil in our school has been negatively affected by someone's behaviour, adults will ensure that each child's right to be heard is respected and the situation is resolved fairly.
- 2.22 If a pupil has done something wrong, they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.
- 2.23 Our pupils say that they prefer the Restorative Approach as it allows ALL parties to have their right to be heard respected.
- 2.24 About Restorative Language (See appendix- script for dealing with fall-outs)

When our pupils find themselves in conflict or upset, we will ask them:

- What happened?
- What were you thinking or feeling when it happened?
- What needs to happen to put this right?
- What would you do differently next time?

We might also say to our pupils:

- What would you think or feel if this happened to you?
  - What are you willing to admit to?
  - How can we put this right?
  - What could you do differently next time?
  - What other choice could you have made?
  - How could you make sure that this doesn't happen again?
- 
- Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take

responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

*Restorative behaviour process and chart:*

- 2.25 Most situations can be dealt fairly and promptly by using the above questions. If a child continues to misbehave, teachers/adults refer to the school behaviour guidelines - stages 1-4 - Appendix 1.

### **Restorative Questions**

- 2.26 **Restore, Redraw, Repair - after the event when the child is calm go back to the child and have a short conversation**

### **Restorative Five**

- 2.27 Choose five questions when dealing with a behaviour incident.

*“In between your truth and their truth is the truth” (Paul Dix - When the adult changes everything changes)*

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

### **Removal from classrooms**

- 2.28 In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.
- 2.29 Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.
- 2.30 Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

2.31 Removal can be used to:

- Restore order - if the pupil is being unreasonably disruptive;
- Maintain the safety of all pupils;
- Allow the disruptive pupil to continue their learning in a managed environment;
- Allow the disruptive pupil to regain calm in a safe space.

2.32 Pupils who have been removed from the classroom are supervised by Sarah Annette or Heather Whittaker, and will be removed for a maximum of 10 minutes.

2.33 Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

2.34 Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

2.35 Parents will be informed on the same day that their child is removed from the classroom.

2.36 The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings and support from the learning coach
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment
- Outreach behaviour support

2.37 Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log on CPOMS.



## *Suspension and permanent exclusions*

- 2.38 The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.*
- 2.39 The decision to suspend or exclude will be made by the headteacher and only as a last resort.*
- 2.40 Please refer to our exclusions policy for more information.*

## **3. The Involvement of Parents**

- 3.1 Parents/carers will be contacted promptly by the school to notify them of any reported serious incidents of unacceptable behaviour in which their child has been involved. They will also be informed of any concerns regarding their child and be expected to be involved in responding to the child's needs.*
- 3.2 If a child's behaviour constantly causes problems at lunchtime, parents will be sent a letter to invite them to school to discuss the problem first. If there is no subsequent improvement, then the child will be sent home during the lunch.*
- 3.3 In a Learning Behaviours Meeting, it is decided that a child needs a more structured approach to support his/her progress in managing his/her behaviour, this will involve the following:*
- Referral to the Pastoral Lead (PL)/Learning Mentor (LM)*
  - Informal sessions with the PL or LM*
  - Pastoral Support Plan – with parental involvement*
  - SENCo involvement - referral to outside agencies*

## **4. Exclusion**

- 4.1 If a child's behaviour shows no improvement after all available options to the school have been used and all other procedures followed, then a child will be excluded for a fixed term. A child can be excluded for up to 45 days in a school year.*
- 4.2 A child will also receive fixed term exclusion if the incident in the opinion of the Headteacher is serious enough for the child to be immediately excluded without prior strategies being employed. Examples of this include physical violence to a member of staff or pupil or extensive vandalism to school property.*

## 5. Lunchtime behaviour

At Rivington, we have the same high expectations for behaviour, at both playtimes and lunchtimes.

## 6. Reasonable force

6.1 Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

6.2 Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

6.3 When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## 7 Confiscation, searches, screening

7.1 Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

**Search and Confiscation of inappropriate items (Guidance from DfE 'Behaviour and Discipline in Schools. A guide for Headteachers and school staff – January 2018)**

7.2 If an item that has been brought into school is causing disruptive behaviour, a teacher may request that the item is handed over and confiscated until the end of the day. The

item will be kept in a safe place and returned to the child or handed to the adult collecting at the end of the day. No responsibility will be taken for any loss or damage to the items confiscated under the above conditions.

- 7.3 In very rare circumstances, a child may have brought an item into school which threatens the safety of others e.g. fireworks, unknown medication. If this happens, two members of teaching staff will ask for the item to be handed over. A member of the senior leadership team will be alerted and parents will be informed.
- 7.4 If an allegation of theft has been made by a child or member of staff and there is reasons to believe that a child may be hiding an item in his/her belongings in the cloakroom or in clothes pockets, then a teacher will ask the child to hand over the item. If the child is uncooperative at this point, two members of staff will repeat the request. If the issue is not resolved, parents will be contacted and asked to come to school to support bringing the matter to a close.

#### **Searching a pupil if a Parent is unable to be contacted:**

- 7.5 Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher (Heather Whittaker), or by the headteacher themselves.
- 7.6 Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.
- 7.7 An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:
- The authorised 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 the 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
- 7.8 When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.
- 7.9 If the authorised member of staff considers a search to be necessary, but is not required urgently, they will 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 will be supervised and kept away from other pupils.

- 7.10 A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.
- 7.11 An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will 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.
- 7.12 Before carrying out a search the authorised member of staff will:
- Assess whether there is an urgent need for a search
  - Assess whether not doing the search would put other pupils or staff at risk
  - Consider whether the search would pose a safeguarding risk to the pupil
  - Explain to the pupil why they are being searched
  - Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
  - Explain how and where the search will be carried out
  - Give the pupil the opportunity to ask questions
  - Seek the pupil's co-operation
- 7.13 If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.
- 7.14 If they still refuse to co-operate, the member of staff will contact the headteacher or deputy headteacher to try and determine why the pupil is refusing to comply.
- 7.15 The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.
- 7.16 The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.
- 7.17 The authorised member of staff may use a metal detector to assist with the search.
- 7.18 An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.
- 7.19 Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

7.20 Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags

7.21 A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

7.22 An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

7.23 If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

7.24 The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

7.25 All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

7.26 Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

- 7.27 Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
- 7.28 If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **8. Suspected criminal behaviour**

- 8.1 If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
- 8.2 When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
- 8.3 If a decision is made to report the matter to the police, the headteacher or deputy headteacher will make the report.
- 8.4 The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
- 8.5 If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Zero-tolerance approach to sexual harassment and sexual violence**

- 8.6 The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
- 8.7 Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- 8.8 The school's response will be:
- Proportionate
  - Considered
  - Supportive
  - Decided on a case-by-case basis
- 8.9 The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
- Responding to a report

- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

- 8.10 Please refer to our child protection and safeguarding policy for more information Malicious allegations
- 8.11 Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.
- 8.12 Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.
- 8.13 In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- 8.14 The school will also consider the pastoral needs of staff and pupils accused of misconduct.
- 8.15 Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## 9. Recording, Monitoring and Evaluating Behaviour

- 9.1 Incidents of disruptive behaviour are recorded using the school procedures. There are behaviour logs on CPOMS. At lunchtimes, welfare logs any incidents. **All names on the behaviour logs on CPOMS are discussed at the fortnightly Pastoral Meetings.**
- 9.2 These records can be used to inform the child or children involved in such incidents, other colleagues, parents/guardians, other schools and other interested parties of an individual's behaviour when necessary.

## 10. Bullying

- 10.1 The school zero tolerate of bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such

behaviour. While it is very difficult to eradicate, we do everything in our power to ensure that all children attend school free from fear.

10.2 Children are made aware of the issues of bullying and cyber bullying through:

- PHSE
- Computing Curriculum
- Collective Worship
- Anti-Bullying Week
- Anti-Bullying Ambassadors

10.3 **Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

10.4 Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

10.5 **Bullying can include:**

TYPE OF BULLYING	DEFINITION
<b>Emotional</b>	Being unfriendly, excluding, tormenting
<b>Physical</b>	Hitting, kicking, pushing, taking another's belongings, any use of violence
<b>Prejudice-based and discriminatory, including:</b> <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)



TYPE OF BULLYING	DEFINITION
<b>Sexual</b>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
<b>Direct or indirect verbal</b>	Name-calling, sarcasm, spreading rumours, teasing
<b>Cyber-bullying</b>	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## Preventing Bullying

10.6 We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened. In our school we do this by:

- Involving the school community in developing our policy including a child/pupil friendly version of our policy.
- Using assemblies and circle-time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, social and emotional learning programmes, circle time, peer mediation and playground buddies.
- Having pupils trained as Anti-Bullying Ambassadors.
- Secure the safety of the target of bullying. Take actions to stop the bullying from happening again. Whole school learning - reflection on what we have learnt.
- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.

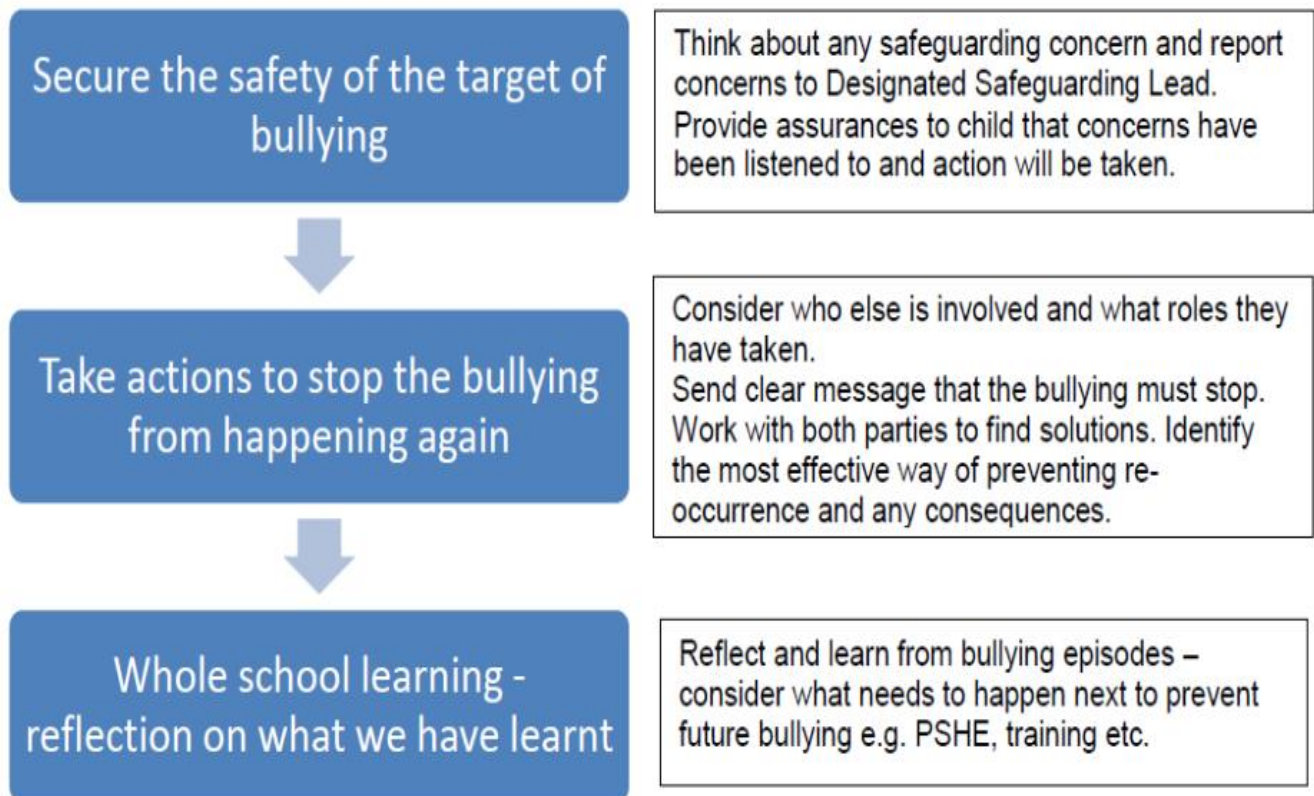
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Focused work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, ELSA (Emotional Literacy Support Assistant).
- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

### **Reporting bullying**

- 10.7 In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe. Pupils are encouraged to report bullying to:
- A trusted adult
  - Their class teacher/TA
  - Peer mentors or buddies
- 10.8 Each class has a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult. Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school. Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher.

- 10.9 When pupils report their concerns our staff are trained to *LISTEN* and to *BELIEVE*. We involve children as far as possible in finding solutions.

## Responding to Bullying



- 10.10 We monitor and review all bullying incidents to determine any patterns or trends that may require further action. On a regular basis, we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and School Council meetings.
- 10.11 All staff are required to complete a bullying and prejudice-based incident reporting and monitoring form when dealing with incidents of bullying. This should be completed as soon as possible and given to the Designated Safeguarding Lead.

## Procedures for parents:

- 10.12 If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred the headteacher. The headteacher is always informed of any bullying concerns at [School Name] and monitors the situation carefully.
- 10.13 If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher.

## 11. Recognising the impact of SEND on behavior

- 11.1 The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).
- 11.2 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.
- 11.3 When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
  - Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
  - If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- 11.4 As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- 11.5 Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.
- 11.6 Our approach include examples such as:
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
  - Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
  - Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
  - Training for staff in understanding conditions such as autism.
  - Use of separation spaces (sensory zones or nurture spaces) where pupils can regulate their emotions during a moment of sensory overload.

## ***Adapting sanctions for pupils with SEND***

11.7 When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

11.8 If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

11.9 The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## ***Considering whether a pupil displaying challenging behaviour may have unidentified SEND***

11.10 The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

11.11 Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

11.12 When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11.13 ***Pupils with an education, health and care (EHC) plan*** The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

11.14 If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## 12. Mobile phones

- 12.1 Pupils are not permitted to use a mobile phone / or any other external communication device (e.g. a smart watch- that allows external communication) whilst at school. Any pupil who has a mobile phone for their journey to and from school (as provided by a parent) – will need to hand the device into the teacher at the beginning of the day and have it returned at the end.
- 12.2 Smart watches are permitted as long as the child wearing it uses it only as a watch / fitness monitor. Apps and features such as music, camera, texts, messaging and phone use are not to be engaged with under any circumstance and the device will be confiscated if apps such as these are used.
- 12.3 All devices that are brought in by children are done so at their own risk and the parents will accept full liability for any damages caused. Any child permitted to bring a mobile phone to school should first complete the permission form – see Appendix 7, which must be signed by a senior leader BEFORE a phone is permitted to be brought to school.
- 12.4 All phones brought to school (without the permission slip being completed) and not handed into a teacher will be confiscated and only returned to a parent. The use of a phone or electronic communication device during the school day will be regarded as a breach of the school's behaviour policy and in addition to the phone or electronic communication device being confiscated, the user of the device will be sent to a senior leader and a call will be made to inform the child's parents of the improper use of a communication device during the school day.
- 12.5 Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate. Such conduct includes, but is not limited to:
- Sexting
  - Threats of violence or assault
  - Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

## 13. The role of the Class Teacher

- 13.1 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

- 13.2 It is the responsibility of the class teacher to ensure that the school rules are enforced in his/her class, and that his/her class behaves in a responsible manner during lesson time and at all times on school trips.
- 13.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher ensures that the set of sanctions is applied consistently. The teacher treats all children in their class with respect and understanding.
- 13.4 The class teacher keeps a log of all children who are sent out of the class. They liaise with the Pastoral Lead/SENCo, who will, if necessary involve HT/outside agencies to support and guide the progress of each child.
- 13.5 The class teacher reports to parents about the progress of each child in their class, in line with the behaviour policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **14. The role of the Headteacher**

- 14.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- 14.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 14.3 The Pastoral Lead keeps records of all reported serious incidents of misbehaviour. These are discussed at the Pastoral Meeting.
- 14.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Measures towards permanent exclusions are only taken after the school governors have been notified.

## **15. The role of Parents**

- 15.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 15.2 We explain the school rules to all parents in our parent workshops, at the beginning of the school year.
- 15.3 We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

- 15.4 *If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, the governors can be contacted and then a formal grievance or appeal process can be implemented.*

## **16. The role of Governors**

- 16.1 *The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.*
- 16.2 *The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.*

## **17. Pupils**

- 17.1 *Pupils will be made aware of the following during their induction into the behaviour culture:*
- *The expected standard of behaviour they should be displaying at school.*
  - *That they have a duty to follow the behaviour policy.*
  - *The school's key rules and routines.*
  - *The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.*
  - *The pastoral support that is available to them to help them meet the behavioural standards.*
- 17.2 *Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.*
- 17.3 *Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.*

## **18. School behaviour curriculum**

- 18.1 *At Rivington Foundation Primary School Primary we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits*



that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, and grateful - and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

#### 18.2 Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

## Teaching the curriculum

18.3 The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ten principles of instruction from Barak Rosenshine including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

## Adaptations

18.4 While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. Sensitivity must be applied at all times when teaching the curriculum.

## **19. Fixed-term suspensions and permanent exclusions**

- 19.1 The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.
- 19.2 The decision to suspend or exclude will be made by the headteacher and only as a last resort.
- 19.3 Please refer to our exclusions policy for more information. Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 19.4 If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 19.5 The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 19.6 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- 19.7 The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 19.8 When an appeals panel meets to consider exclusion, it considers the circumstances in which the pupil was excluded, considers any representation by parents and the BCC, and considers whether the pupil should be reinstated.
- 19.9 If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## **20. Pupil transition**

### **Inducting incoming pupils**

- 20.1 The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

## **Preparing outgoing pupils for transition**

- 20.2 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.
- 20.3 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.

## **21 Training**

- 21.1 As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:
- The proper use of restraint
  - The needs of the pupils at the school
  - How SEND and mental health needs impact behaviour
- 21.2 Behaviour management will also form part of continuing professional development.
- 21.3 A staff training log can be found in appendix 2.

## **22 Monitoring**

- 22.1 **The Headteacher and Learning Behaviours Team monitor the effectiveness of this policy on a fortnightly basis.** The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 22.2 The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 22.3 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.
- 22.4 The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## **Monitoring and evaluating school behaviour**

- 22.5 The school will collect data on the following:
- Behavioural incidents, including removal from the classroom
  - Attendance, permanent exclusion and suspension
  - Use of pupil support units, off-site directions and managed moves
  - Incidents of searching, screening and confiscation

- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

22.6 The data will be analysed every 2 weeks by the Headteacher and Behaviour Lead.

22.7 The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

22.8 The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

22.9 This behaviour policy will be reviewed by the headteacher and the full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 22.7). At each review, the policy will be approved by the full governing body.

22.10 The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body full governing body annually.

## 23 Links with other policies

23.1 This behaviour policy is linked to the following policies:

23.2 Exclusions policy

- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Anti-Bullying Strategy

23.3

<b>Policy Author:</b>	Sarah Annette
<b>Approved by/when:</b>	Governing Body Anually
<b>Date of last approval:</b>	September 2023
<b>Due for review:</b>	September 2024



*Living Life to its Fullest;  
Making a Difference Along the  
Way*

# ***Rivington Foundation Primary School Written Statement for Behaviour***

*Date written: June 2023*

*Date agreed and ratified by Governing Body: June 2023*

*Date of next review: September 2023*

## **Behaviour Policy Written Statement of Principles**

The Governors at Rivington Foundation Primary believe high standards of behaviour and a relentless drive for social justice lie at the heart of our successful school. This enables children to flourish in all aspects of their school life. This is the ethos that underpins our principles.

### **Vision:**

*'Living Life to its Fullest; Making a Difference along the Way'*

### **Motto:**

*'Only My Best Will Do!'*

### **Mission Statement:**

*'Creating a strong and safe school centred on and invested in Excellent Teachers who lead and deliver life transforming learning for all.'*

### **Values:**

- **Pride:** *'Team Rivi' values excellence in all that we do. We think and act as our own best selves.*
- **Intrepidity:** *'Team Rivi' does not give up. We look back in history to prepare ourselves for the future.*
- **No Limit:** *'Team Rivi' focuses on progress and we do whatever it takes to achieve our goals. We push ourselves beyond what we think is possible.*

***'Wear your PIN with dignity'***

### **School Rules:**

- *Be Respectful*
- *Be Responsible*
- *Be Safe*

### **Our School Themes:**

- **Autumn 1: ‘Our Lives, Our Family’**
- **Autumn 2: ‘Our Community’**
- **Autumn 3: ‘Our World’**
- **Autumn 4: ‘Our Passions’**
- **Autumn 5: ‘Our Global Village’**
- **Autumn 6: ‘Our Future’.**

At Rivington Foundation Primary School, we value everyone. We see our children as individuals, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The Governing Body has approved the following principles. They apply to all adults employed by, volunteering at or providing services to Rivington Foundation Primary School.

This statement applies to all pupils when in School, when travelling to and from School and when engaged in extra-curricular activities and residential trips.

## **Principles:**

**‘Productive, positive and powerful learning environments are promoted by predictable routines’ (Leverage Leadership).**

**‘Values inform expectations. Expectations influence behaviour. Behaviour creates culture’ (Leverage Leadership).**

- All children, staff and visitors have the right to feel safe at all times at school.
- Rivington Foundatrion Primary is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children have been set out in the Behaviour and Safeguarding Policies
- The school rules are clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- It is recognised that individuals are responsible for their own behaviour. In promoting and encouraging good behaviour around the school it may be appropriate to use rewards. These should be applied in a consistent and fair manner.
- Sanctions for unacceptable behaviour should be known and understood by all staff and pupils and consistently applied.

- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children and offer support as necessary.
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect pupils and parents to co-operate to maintain an orderly climate for learning. The primary message to communicate is that you own your own behaviour.
- The Governors wish to emphasise that bullying, violence, threatening behaviour or abuse by pupils or parents towards the other pupils/school's staff will not be tolerated.
- If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Care and Control Policy.

## **Monitoring School Discipline and Understanding Pupil Requirements**

It is recognised that on occasions sanctions may be necessary to demonstrate that seriously inappropriate behaviour is unacceptable to express the disapproval of the community and to deter other pupils from similar behaviour. The Board of Governors will monitor the School in this regard.

It is recognised that sanctions will enable the pupil to reflect upon and learn from their behaviour and make reparation wherever possible. With the focus on positive behaviours and the opportunities for pupils to learn/grow from their mistakes, the Governing Body expects lower than the national average rates of exclusion.

Some pupils, for example those with special educational needs, physical or mental health needs can experience particular difficulties with behaviour and the School will seek to ensure that such pupils receive behavioural support, including from outside agencies, according to their need.

However, when making decisions the School must balance the needs of the individual with those of the School community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.





# BEHAVIOUR SCRIPT!

**1**

I noticed you are...Remember our rule is ...

**2**

I noticed you're still... It is the rule about... that you're breaking. If you continue, the consequence will be.

**3**

This means that you have chosen to... (move seats, move room, miss some play)

**4**

Do you remember yesterday/last week when you did X well? that is what I need to see

**5**

You've continued to break our rules so now we need to talk with Mrs. Whittaker and Mrs. Annette.



# RIVINGTON BEHAVIOUR STEPS ✨



## STEP 1



REMINDER ABOUT  
EXPECTATIONS  
MY CLASS, MY RULES  
(SCRIPT 1)



WARNING WITH A  
CONSEQUENCE REMINDER  
(SCRIPT 2)

## STEP 2

## STEP 3

MOVE SEATS &/OR MISS SOME  
PLAYTIME TO FINISH WORK/REFLECT  
CONSEQUENCE REMINDER  
FOLLOW-UP CONVERSATION AFTER  
LESSON  
(SCRIPT 3 AND 4)

## STEP 4

MOVE OUT OF CLASSROOM  
&/OR MISS PLAYTIME TO FINISH  
WORK/REFLECT  
CONSEQUENCE REMINDER  
FOLLOW-UP CONVERSATION  
AFTER LESSON

## STEP 5

DEPUTY HEAD OR  
HEADTEACHER  
CONVERSATION AND  
CONSEQUENCES.  
(SCRIPT 5)

PARENTS  
INFORMED BY  
PHONE CALL  
OR CHAT AT  
THE END OF  
THE DAY

## Appendix 3 Inappropriate Behaviours

Low Level	Moderate Level	Serious Level
<ul style="list-style-type: none"> <li>Fidgeting/fiddling</li> <li>Telling Tales</li> <li>Deliberately dropping litter, including food at lunch time</li> <li>Noisy e.g. talking/shouting</li> <li>Straying from task</li> <li>Unkind remarks</li> <li>Bad language – one off</li> <li>Telling untruths</li> <li>Pushing in line</li> <li>Borrowing without permission</li> <li>Failing to respect the school environment</li> <li>Failure to return homework</li> </ul> <p><b>Any persistence of lowlevel behaviours would move into the moderate level.</b></p>	<ul style="list-style-type: none"> <li>Consistently shouting out</li> <li>Consistent lack of effort with work</li> <li>Distracting others</li> <li>Fighting</li> <li>Stealing</li> <li>Disregarding adults</li> <li>Threatening/aggressive behaviour</li> <li>Refusal to co-operate</li> <li>Consistent failure to return homework</li> <li>Failing to respect the school environment</li> </ul> <p><b>Repeated incidents of any moderate behaviour will lead to loss of Golden Time (15 minutes)</b></p>	<ul style="list-style-type: none"> <li>Serious assault<sup>[SEP]</sup></li> <li>Vandalism and extreme damage to school property</li> <li>Serious physical or verbal threats to staff or children</li> <li>Violent outbursts – physical or verbal</li> <li>Use of drugs, substances or solvents</li> <li>Leaving class/ school without permission</li> <li>spitting</li> <li>Sexual harassment – sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, online sexual harassment- sharing of nude/semi-nude images/videos or sharing of unwanted explicit content.</li> <li>Smoking</li> <li>Racist, sexist, homophobic or discriminatory behaviour</li> <li>Possession of prohibited items – knives, weapons, alcohol, illegal drugs, stolen items, tobacco or cigarette papers, fireworks, pornographic images, any article that any staff member reasonably suspects has been, or is likely to be used to commit an offence, or cause personal injury to, or damage to the property of any person – including the pupil</li> </ul> <p><b>Headteacher</b> <b>Parents informed/</b></p>

### Sanctions/Procedures

Low Level	Moderate Level	Serious Level
<ul style="list-style-type: none"> <li><input type="checkbox"/> Frown<sup>[SEP]</sup></li> <li><input type="checkbox"/> Verbal reminder of expectations<sup>[SEP]</sup></li> <li><input type="checkbox"/> Withdrawing attention<sup>[SEP]</sup> Repeat activity properly<sup>[SEP]</sup></li> <li><input type="checkbox"/> Sit alone/moved to another table</li> <li><input type="checkbox"/> Reward others<sup>[SEP]</sup></li> <li><input type="checkbox"/> Warning<sup>[SEP]</sup> related sanction e.g.</li> <li><input type="checkbox"/> completing work, clearing up mess Name on the board/three warnings/moved down the chart.</li> </ul>	<ul style="list-style-type: none"> <li>Time deducted from break</li> <li>Sit alone</li> <li>Standing out at wall etc. at break/ lunch time for associated inappropriate behaviours</li> <li>Time spent in another class</li> <li>Reflect and write<sup>[SEP]</sup> letter to parents<sup>[SEP]</sup></li> <li>Loss of privileges <b>Repeated incidents of any moderate behaviours will lead to loss of Golden Time (15 minutes)</b></li> </ul>	<p><b>Repeated use of moderate sanction plus<sup>[SEP]</sup></b></p> <ul style="list-style-type: none"> <li>Involve parents</li> <li>Weekly behaviour report</li> <li>Individual Behaviour Plan (IBP)</li> <li>Behaviour Chart</li> <li>Involve outside agencies</li> <li>Lunch Time Exclusion</li> </ul> <p><b>Head Teacher/Deputy Head Teacher</b></p> <p>* <b>Fixed Term Exclusion</b> * <b>Permanent Exclusion</b></p>

\*These sanctions can only be applied if the correct procedures are followed. The decision to exclude a pupil must be lawful, reasonable and fair.

# Sorry

Dear \_\_\_\_\_

Sorry for \_\_\_\_\_

I know it made you sad.

Please let us be friends again.

Love \_\_\_\_\_



twinkl.co.uk



# Sorry

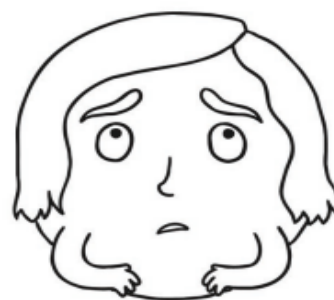
Dear \_\_\_\_\_

Sorry for \_\_\_\_\_

I know it made you sad.

Please let us be friends again.

Love \_\_\_\_\_



twinkl.co.uk



# *I Am Sorry Slip*

## *Our School Values:*

*'Wear Your PIN with Honour'*

*Pride Intrepidness No Limits*

## *Our School Motto:*

*'Only My Best Will Do*

## *Our School Rules:*

- *Be Responsible*
- *Be Respectful*
- *Be Safe*

*Dear Teacher,*

*I am sorry for*

---

---

---

*I will try to*

---

---

---

*From:*

---

1. What happened?

2. What were you thinking when it happened?


3. What did you feel inside when it happened?


4. How are you now?


5. Who else has been affected?


6. What do you need to feel better?


7. What needs to happen to put things right?


 <b>Quiet Reflection Time: (to be recorded on CPOMS)</b>		
Name:	Date:	Year Group:
This child has been sent to your class for quiet reflection time. He/she has work to complete and a restorative think sheet for when the work is completed (KS2).		
Please send him/her back at:		


 <b>Quiet Reflection Time: (to be recorded on CPOMS)</b>	
Date:	
This child has been sent to your class for quiet reflection time. He/she has work to complete and a restorative think sheet for when the work is completed (KS2).	
Please send him/her back at:	

 <b>Quiet Reflection Time: (to be recorded on CPOMS)</b>	
Date:	
This child has been sent to your class for quiet reflection time. He/she has work to complete and a restorative think sheet for when the work is completed (KS2).	
Please send him/her back at:	

 <b>Quiet Reflection Time: (to be recorded on CPOMS)</b>	
Date:	
This child has been sent to your class for quiet reflection time. He/she has work to complete and a restorative think sheet for when the work is completed (KS2).	
Please send him/her back at:	

 <b>Quiet Reflection Time: (to be recorded on CPOMS)</b>	
Date:	
This child has been sent to your class for quiet reflection time. He/she has work to complete and a restorative think sheet for when the work is completed (KS2).	
Please send him/her back at:	

	Date:	Year Group:
	Time:	
<b>Behaviour Promise/Agreement</b>		
<p>Now that I am joining my class again, I promise to:</p>          		
Signed by Pupil:	Class	
Signed by Class Teacher:	Signed by SLT:	

	Date:	Year Group:
	Time:	
<b>Behaviour Promise/Agreement</b>		
<p>Now that I am joining my class again, I promise to:</p>          		
Signed by Pupil:	Class	
Signed by Class Teacher:	Signed by SLT:	





Dear Parents,

## Children's Mobile Phone Permission

Children should only bring their phones into school if they are walking to and from school alone and they need to have them in case of an emergency,, resident at different homes due to parental separation, or staying with another family member (e.g. Grandparent).

If your child fits the above criteria, could you please sign and return the slip below to indicate that due to safety reasons you wish your child to bring a phone into school.

Please note that your child will need to switch his/her phone off completely before entering the playground and will need to hand their phones their class teacher at the beginning of the school day. The phones will be kept in the school office during the day, to ensure that they are kept safe and will avoid them being lost or damaged.

Please supply a named plastic bag for your child's mobile phone.

Yours sincerely,

*Sarah Annette*

Head Teacher

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## Mobile Phone Permission

I wish my child \_\_\_\_\_ Year \_\_\_\_\_ to have their mobile phone in school. I understand that it needs to be handed in at the beginning of the day and switched off whilst on the school premises.

I understand that Mobile phones are brought to school entirely at the owner's risk. The school accepts no responsibility for replacing lost, stolen or damaged mobile phones.

I also understand that should my child misuse their phone, the school will withdraw permission for them to bring it.

Parent Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Dated: \_\_\_\_\_

## Appendix 8

### Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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 to 94 of the [Education and Inspections Act 2006](#), which requires 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
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## Appendix 7: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE