

Rivington Foundation Primary School



Positive Behaviour Policy 2025-2026

Growing Together: Living Life to its Fullest;
Making a Difference Along the Way.

Policy Title:	Positive Behaviour Policy					Date Written:	01/09/2025		
Written by:	Sarah Annette					New/revised:	Revised		
DSL:	Sarah Annette					Safeguarding Governor:	Nicola King		
Deputy DSL:	Heather Whittaker								
Stakeholders consulted in the policy	Governors	SLT	Teaching Staff	Support Staff	Admin Staff	Parents/Carers	Pupils	Local Community	Extended Services
	√	√	√	√	√	√	√	√	√
Implementation	Date of Ratification:			Date Presented to Staff:			Date of Renewal:		
	October 2024			30/09/2024			September 2025		
Published on: (x/√)	School Website			School Prospectus/Induction Material			Staff Handbook		
	√			√			√		

Our Vision:

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

What this will look like at Rivington:

- **Working to increase wisdom, knowledge and skills:** nurturing academic habits and skills, emotional intelligence and creativity across the whole range of Rivington School subjects.
- **Working to expand hope and aspiration:** opening up horizons of hope and aspiration, and guiding Rivington pupils into ways of fulfilling them.
- **Working to build a community who care and live well together:** Rivington has a core focus on relationships, participation in communities and institutions providing pupils with the qualities of character that enable people to flourish together.
- **Working to promote dignity and respect:** Human dignity, the ultimate worth of each person, is central to good education and therefore to Rivington.

Moto:

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 Pride'

School Rules:

- Be Respectful
- Be Responsible
- Be Safe

Our School Themes:

- Environmental Responsibility
 - The Natural World
 - Understanding Others
- Community, Citizenship and the Wider World
 - Overcoming Adversity
 - Migration
- Technology and the Advancement of Humanity
 - Friendship and Kindness
 - British Heritage

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.

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.

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.'

We aim to treat all children fairly and apply this behaviour policy in a consistent way.

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.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness, co-operation and self-respect.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

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.

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.

The team consists of:

- Headteacher

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

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Definitions
4. Staff induction, development and support
5. Social, emotional and mental health (SEMH) needs
6. Managing behaviour
7. Prevention strategies, interventions, and sanctions for unacceptable behaviour
8. Behaviour Curriculum
9. Restorative Behaviour Approach at Rivington
10. Sexual abuse and harassment
11. Smoking and controlled substances
12. Prohibited items, searching pupils and confiscation
13. Effective classroom management
14. Effective pupil support
15. Behaviour outside of school premises
16. Data collection and behaviour evaluation
17. Pupil Transition
18. Training
19. Monitoring Behaviour
20. Monitoring and review

Appendices

- A. Behaviour Script at Rivington
- B. Behaviour Steps at Rivington - 'Tell-you Lights' Approach
- C. Behaviour Levels and Behaviour Sanctions Guide at Rivington
- D. 'Tell-you Lights' Guide - A Whole-School Behaviour Approach at Rivington
- E. Reflective Thinking Form
- F. Behaviour management observations review forms

Statement of intent

Rivington Foundation Primary believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.

- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy
- Behaviour Action Plan

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:

- ☒ SENCO.
- ☒ Headteacher.
- ☒ Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- We believe in working in partnership with parents and carers.
- Parents are kept informed of behaviour concerns at an early stage and are invited to collaborate in finding solutions.
- Positive communication is prioritised - we celebrate successes as well as address challenges.
- Where behaviour is persistent or escalating, meetings are held with parents, the pupil, and relevant staff to agree strategies and next steps.
- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** - not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** - behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** - deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** - a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft

- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour and its frequency.

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** - the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** - the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** - the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

6. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring. Track-it lights system will be used by staff to reward good behaviour and remind children about the behaviours that are not acceptable.

The pastoral lead and behaviour champ (Rebecca Cliffe and Sarah Annette) will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Dealing with inappropriate behaviour

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.

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.

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.

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.

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.

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.

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.

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' and or a Restorative Reflection Sheet. This will be returned to the class teacher. See Appendix 3 and 4.

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.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Red warning
- Issuing a verbal reprimand and reminder of the expected behaviour
- Removal of privileges
- Spoken to by a more senior member of staff

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to their allocated class teacher link (EYFS - Y3/4, Y1/2-Y5/6) headteacher immediately or, a senior member of staff.
- The staff will investigate the incident and decide whether it constitutes unacceptable behaviour.
- If it is deemed unacceptable behaviour, they will record the incident on CPOMS.
- The behaviour will also be recorded on the pupil's permanent record on CPOMS.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom - the SLT will determine the period the pupil will be removed from the classroom.
- Teachers will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

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

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

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

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

7. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

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

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

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

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

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

8. Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

The behaviour 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.

Each Staff member follows the Rivington blueprint for securing the very best behaviour:

1. **Connection before correction**–Building relationships with children is important. Make learners feel valued and important and feel like they belong.
2. **New day, new start**– start each day with a positive attitude and a fresh approach.
3. **Meet and greet**– Teachers welcome every child by name as they enter the classroom/building each morning.
4. **3 rules = Be Responsible, Be Respectful, Be Safe (displayed in each classroom)** – all children are ready to learn and demonstrate positive learning behaviours; always show respect to others and your environment; always keep yourself and others safe.
5. **Positive notes and stickers**– personal, genuine, positive praise in the form of a note or sticker from an adult in school.
6. **Recognition Board** – a praise / wow board (in a style determined by the class teacher) for displaying achievements (academic, social, learning behaviours) to be refreshed on a weekly basis.
7. **Reflective / Reflection Zone**– designated area (e.g. cushion, chair, area) in each class or year group, including a zone to be used outside during playtime and lunchtimes.
8. **Smooth and quiet transitions**– at the end of playtime, the first whistle indicates that children stop playing and stand still. A second bell signals that all children line up quietly in their class groups in register order. Class teachers will collect their class from the playground and lead them quietly into the classroom.
9. **Restorative 5 (on reverse of lanyards)** – What happened? What were you thinking and feeling? Who was affected? What could we do to put things right? How can we do things differently in the future?
10. **Micro scripts** – e.g. 'I noticed you are ... ', 'Do you remember last week when you ...', 'When you ..., then you ...'

Adaptations

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.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

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

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided. At Rivington, Behaviour expectations are high for all, but we recognise that some pupils may need reasonable adjustments.

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

- Strategies may include adapted communication, personalised targets, use of visuals, sensory breaks, or small-step approaches.
- Individual Behaviour or Support Plans are developed with staff, parents, and the pupil where required.
- Staff consider the underlying causes of behaviour and work with the SENDCo to ensure appropriate support.
- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

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

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

9. 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.**

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.

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.

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.

We believe that by using this Restorative Approach we are giving pupils the skills to independently take responsibility for their behaviour and make choices that are more informed in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop the values of Pride, Intrepidness and No Limits.

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.

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.

Our pupils say that they prefer the Restorative Approach as it allows ALL parties to have their right to be heard respected.

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:

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

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

Restorative Five

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).

- What happened?
- What were you thinking and feeling?
- Who was affected?
- What could we do to put things right?
- How can we do things differently in the future?

Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day - pupils will not be sent home without the school contacting their parent.

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

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

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

The pupil will be moved to a room that is:

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

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

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

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

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

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

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

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

Reasonable Force

At Rivington Foundation Primary School, we are committed to creating a safe, calm, and supportive environment where pupils can learn and thrive. Staff use positive behaviour

management strategies to prevent incidents from escalating and always seek to resolve situations without physical intervention.

However, in rare and exceptional circumstances, staff may need to use reasonable force to prevent a pupil from:

- Hurting themselves or others.
- Damaging property.
- Seriously disrupting teaching and learning.
- Leaving the school site without permission where the child's safety would be at risk.

Any use of reasonable force will be a last resort, proportionate, lawful, and in line with our safeguarding duties.

Definition of Reasonable Force

- Reasonable force means using no more force than is necessary to achieve the intended outcome.
- It may range from guiding a child by the arm to more restrictive interventions in extreme circumstances.
- The degree of force used must always be in proportion to the circumstances and the seriousness of the behaviour or the consequences it is intended to prevent.

Staff Authorisation

- All teachers and staff who are authorised by the Headteacher have the legal power to use reasonable force.
- Staff will only act within their competence and training.
- The use of restraint techniques will only be undertaken by staff who have received specific training.

Recording & Reporting (Statutory Requirement from Sept 2025)

Whenever reasonable force is used:

1. A written record of the incident will be completed on the school's safeguarding/behaviour recording system.
2. Parents/carers will be informed as soon as possible, unless doing so would place the child at significant risk of harm.
3. The incident will be reported to the Headteacher and reviewed to ensure policy and safeguarding compliance.
4. Where appropriate, the DSL (Designated Safeguarding Lead) will be notified and follow-up actions considered.

Support Following an Incident

- Pupils involved will be given the opportunity to discuss the incident, reflect on their behaviour, and be supported to repair relationships.
- Staff involved will also be offered support, recognising the emotional impact such incidents may have.
- A risk assessment and behaviour support plan may be updated for pupils where repeated incidents occur.

Links to Safeguarding and SEND

- The use of reasonable force must always take account of the child's individual needs, including any SEND, medical, or pastoral considerations.
- Staff will take particular care when considering reasonable force for pupils with identified vulnerabilities.
- Our approach reflects Rivington's values of Pride (excellence in safeguarding practice), Intrepidity (acting with calm resilience in challenging situations), and No-Limit (ensuring every child has the opportunity to thrive safely).

Monitoring & Review of the Use of Reasonable Force

- The Headteacher and Governing Body will monitor all incidents involving reasonable force.
- Patterns will be reviewed to identify any training needs, environmental adjustments, or additional pupil support.
- This section of the Behaviour Policy will be reviewed annually or sooner if statutory guidance changes.

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour during school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All paid staff at the school will be permitted to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher.

Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, 25 minutes will be allocated to allow the pupil time to eat, drink and use the toilet.

10. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the

police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

11. Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

12. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

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

Pupils will not be permitted to use their mobile phones during the course of the school day in accordance with the Mobile Phone Policy. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Mobile phones, on approval, will be handed in on arrival - pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Mobile phones

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

13. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Arrive at school on time.
- Be prepared by completing my homework and bringing all necessary books and items for work and play.
- Do my best in all my work.
- Cooperate with others in my group.
- Follow instructions from adults.
- Keep my voice quiet indoors.
- Take care of my books and school equipment.
- Help look after the school buildings and grounds.
- Respect other people's belongings.
- Refrain from fighting, bullying, or arguing with others.

Classroom rules and routines

The school have established a set of clear, comprehensive and enforceable rules which are applicable to the classroom setting. These are used to define the expectations for that particular classroom. They will be used as a basis to define what acceptable behaviour is and what the consequences are if rules are not adhered to. Attention is given to how all rules are worded, such as the use of positive language rather than negative.

The school have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school - teachers will ensure that pupils understand this.

Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

For younger pupils, parents will read the classroom rules agreement with their child and sign it on their behalf.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

We recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They use ClassDojo as well as other rewards.
- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** - immediately rewarded following good behaviour.
- **Consistent** - consistently rewarded to maintain the behaviour.
- **Achievable** - keeping rewards achievable to maintain attention and motivation.
- **Fair** - making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Classdojo
- Praise in assembly
- 'Rivi' Values Certificates in assembly.
- Headteacher's Stickers
- Half-termly Headteacher's Awards
- Communicating praise to parents

- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group.
- 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;

14. Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

15. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

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

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

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

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

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

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the

school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

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

16. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Classdojo
- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

17. Pupil transition

Inducting incoming pupils

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

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

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

Behaviour management will also form part of continuing professional development.

20 Monitoring

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.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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.

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

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

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

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

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.

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.

The written statement of behaviour principles will be reviewed and approved by the full governing body annually.

18. Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is Autumn 2026.



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**

C. Behaviour Levels and Behaviour Sanctions Guidance

Low Level	Moderate Level	Serious Level
- Fidgeting/fiddling - Telling Tales - Deliberately dropping litter, including food at lunch time - Noisy e.g. talking/shouting - Straying from task - Unkind remarks - Bad language – one off - Telling untruths - Pushing in line - Borrowing without permission - Failing to respect the school environment - Failure to return homework Any persistence of lowlevel behaviours would move into the moderate level.	- Consistently shouting out - Consistent lack of effort with work - Distracting others - Fighting - Stealing - Disregarding adults - Threatening/aggressive behaviour - Refusal to co-operate - Consistent failure to return homework - Failing to respect the school environment Repeated incidents of any moderate behaviour will lead to loss of Golden Time (15 minutes)	- Serious assault^[1]_{SEP} - Vandalism and extreme damage to school property - Serious physical or verbal threats to staff or children - Violent outbursts – physical or verbal - Use of drugs, substances or solvents - Leaving class/ school without permission - spitting - 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. - Smoking - Racist, sexist, homophobic or discriminatory behaviour - 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 Headteacher Parents informed/

Sanctions/Procedures

Low Level	Moderate Level	Serious Level
Frown Verbal reminder of expectations Withdrawing attention Repeat activity properly Sit alone/moved to another table Reward others Warning^[1]_{SEP} related sanction e.g. completing work, clearing up mess Name on the board/three warnings/moved down the chart.	- Time deducted from break - Sit alone - Standing out at wall etc. at break/ lunch time for associated inappropriate behaviours - Time spent in another class - Reflect and write^[1]_{SEP} letter to parents^[1]_{SEP} - Loss of privileges Repeated incidents of any moderate behaviours will lead to loss of Golden Time (15 minutes)	Repeated use of moderate sanction plus^[1]_{SEP} - Involve parents - Weekly behaviour report - Individual Behaviour Plan (IBP) - Behaviour Chart - Involve outside agencies - Lunch Time Exclusion Head Teacher/Deputy Head Teacher Fixed Term Exclusion Permanent Exclusion

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



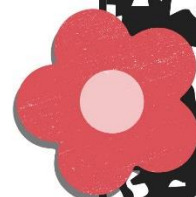
OUR 'Rivi' VALUES



WEAR YOUR 'P.I.N.' WITH PRIDE.

PRIDE

'team Rivi' values excellence in all that we do. We think and act as our own best selves.



INTREPIDNESS

'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.



Growing
Together:
Living Life to
the Fullest;
Making a
Difference
Along the
Way

'TELL YOU-LIGHTS': A WHOLE-SCHOOL APPROACH TO POSITIVE BEHAVIOUR MANAGEMENT 2024-2025



'GIVE EVERYONE A CHANCE':

We are committed to creating a positive and nurturing learning environment where every student can succeed. To support this, we have introduced a school-wide behaviour management system that uses Classdojo and Tellyou-lights. This approach is applied consistently throughout the school and is aligned with our three core values: Pride, Intrepidness, and No-Limit - We Wear Our P.I.N. With Pride!

Pride: Team 'Rivi' values excellence in all that we do. We think and act as our own best selves.

Intrepidness: Team 'Rivi' does not give up. We look back in history to prepare ourselves for our 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.



**'TELL YOU-LIGHTS' IS A FOUR-LEVELLED SYSTEM THAT
UTILISES COLOURS TO REPRESENT DIFFERENT LEVELS OF
BEHAVIOUR.**

**OUR GOLDEN RIVI RULES
MAKE EXPECTATIONS
CLEAR:**



All pupils can earn Dojo points for demonstrating positive behaviour. The Dojo points can be accumulated to earn certificates and other special rewards. These points are collected across the duration of the academic year.



OUR VALUES AND RULES ARE SEEN TO BE MET WHEN PUPILS OBSERVE THE FOLLOWING

Bronze - Europe	TBC
Silver - Africa	TBC
Gold - Asia	TBC
Platinum - Australia	TBC
Diamond - South America	TBC
Emerald - North America	TBC

Each class will determine the number of Dojos needed in order to achieve each reward.



'TELL YOU-LIGHTS': A WHOLE-SCHOOL APPROACH TO POSITIVE BEHAVIOUR MANAGEMENT 2024-2025



CONSEQUENCES:

Unacceptable behaviour that violates our school values and three school rules will result in...

Gentle reminder is
given
before 1st
warning

A gentle reminder is always given first to give children a chance to reflect and change immediately.

1st warning

If the behaviour persists an visual orange will be used.

2nd warning

Continued misbehaviour will lead to a 2nd visual yellow warning on the Tell-you Light system.



Continued or serious misbehaviour will lead to a red warning on the 'Tell-you Light system resulting a loss of some play or other planned activity.

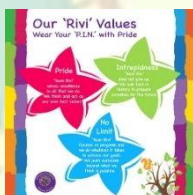
Children may be asked to complete a reflection form in an allocated space.

If a child continues to make poor choices, they may be referred to a member of the Senior Leadership team. Parents will be informed by the class teachers of any such actions or concerns.

Children enjoy earning point towards the different tiers of rewards, and these rewards are announced in our weekly celebration assembly. This is a great way to celebrate positive behaviour and motivate pupils to continue making good choices.

We believe that Tell-you Lights is an effective and fair system that promotes positive behaviour and helps our pupils reach their full potential.

Please also refer to our behaviour policy.



Rivington Foundation Primary School



Reflective Thinking Sheet

Name: _____

Class: _____

Date: _____

What happened? Circle the behaviour below:



Tell us more, what school rule or school value did you break?

How were you feeling? circle the feeling below:



What were you thinking?

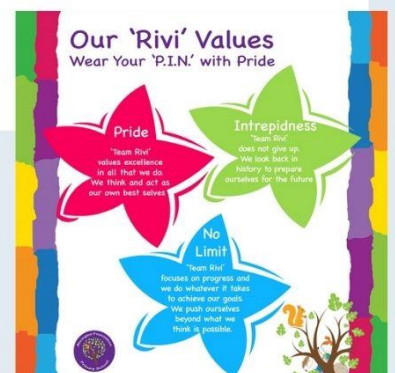
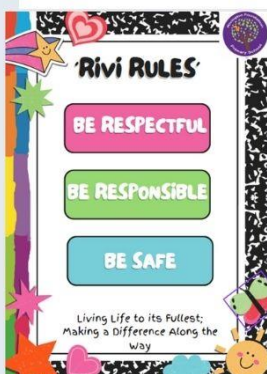
Who else has been affected?

How might they be feeling? circle the feeling below:



What could you have done differently?

How can we repair the damage?





'Rivi RULES'

BE RESPECTFUL

BE RESPONSIBLE

BE SAFE

Growing Together: Living Life
to its Fullest; Making a
Difference Along the Way



'Rivi RULES'

BE RESPECTFUL

Say please and thank you!
Hold doors open for people.
Talk kindly to other pupils.
Say good morning/afternoon to
adults.

Respect others right to learn.
Respect school property by looking
after it.

Use a calm and polite tone of voice.
Value differences.

Follow teacher instructions.

S.T.A.R.

Amazing Assemblies

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



'Rivi RULES'

BE RESPONSIBLE

Completing homework on time.
Remembering to bring equipment
to school.

Wearing correct school uniform.
Tidying up your own workspace
and the classroom.

Accepting responsibility if you
make a mistake and saying
sorry.

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



'Rivi RULES'

BE SAFE

Sitting sensibly in the classroom.
Wonderful walking.
Playing games that do not
become too physical.
Using calm and respectful tones
when we communicate.
Lovely Lining-Up.
Living Life to its Fullest;
Making a Difference Along the
way

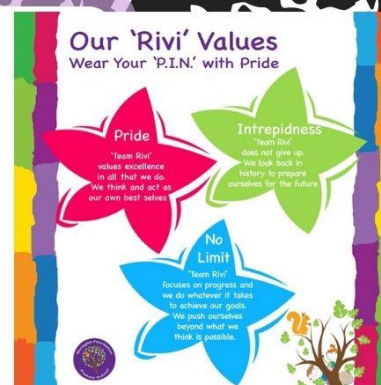
RIVINGTON FOUNDATION PUPIL CODE OF CONDUCT 24-25



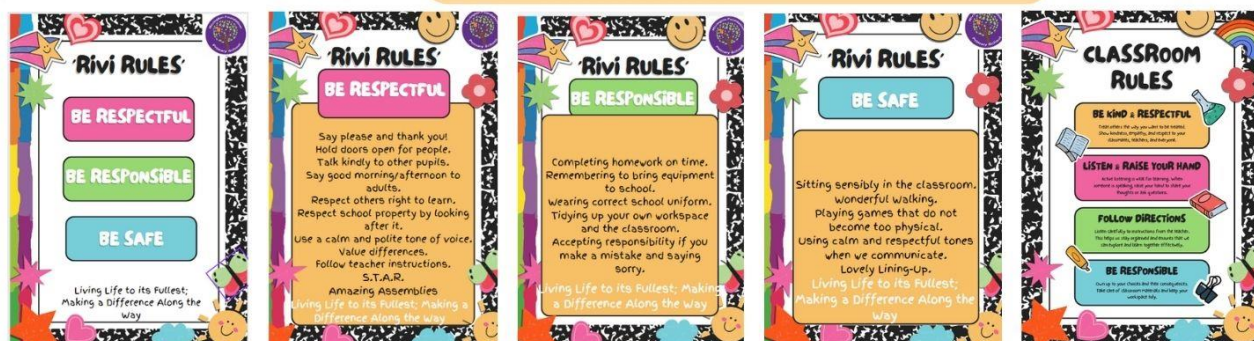
'GIVE EVERYONE A CHANCE':

Pupils at Rivington Foundation Primary School are entitled to an education that provides every opportunity for them to reach their full potential. The Headteacher, teaching staff, and support staff work together to create an environment where students can achieve their goals, with support from governors, parents, and the broader community.

OUR SCHOOL VALUES SUPPORT OUTSTANDING BEHAVIOUR:



OUR GOLDEN RIVI RULES MAKE IT CLEAR:



In order for the above to be achieved it is essential that every member of the school community acknowledges and reflects the values and rules promoted by the school:

OUR VALUES AND RULES ARE SEEN TO BE MET WHEN PUPILS OBSERVE THE FOLLOWING -

I will:

- Arrive at school on time.
- Be prepared by completing my homework and bringing all necessary books and items for work and play.
- Do my best in all my work.
- Cooperate with others in my group.
- Follow instructions from adults.
- Keep my voice quiet indoors.
- Take care of my books and school equipment.
- Help look after the school buildings and grounds.
- Respect other people's belongings.
- Refrain from fighting, bullying, or arguing with others.

I know that the following behaviour is unacceptable:

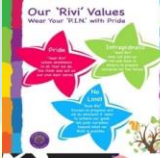
- being disruptive in class or when lining up or around school
- using bad language/swearing
- bullying, threatening behaviour
- physical violence
- racist comments
- vandalism
- truancy
- damaging school equipment, buildings and grounds

Sign: _____

Date: _____

This Code of Conduct is created with the wellbeing of the children in mind, to help them grow and develop into respectful and responsible citizens. The school prioritises encouraging positive behaviour rather than focusing on punishment. However, in the rare instances of poor behaviour, it is important for parents to be informed of the procedures in place to maintain a happy and safe environment at Rivington Foundation Primary School.





An Ethic of
EXCELLENCE
at Rivington
High Expectations 2024-2025





- 1

Rigorous Rituals - We will continue to implement rigorous rituals to help us secure outstanding behaviour and maintain a well-structured, productive learning environment for all children.
- 2

School Uniform - We will highlight the importance of wearing the correct PE kit and school uniform to ensure safety, maintain discipline, and foster a sense of unity.
- 3

Attendance - Making School attendance a top priority will ensure that every child has the opportunity to succeed through regular participation in school.
- 4

Healthy Snacks and Drinks - With the support of parents, we will promote healthy snack choices and encourage water consumption to enhance our children's health, well-being, and academic success.
- 5

Communication - Effective communication plays a vital role in building healthy relationships and cultivating productive environments. It requires clear, respectful expression, active listening, and a commitment to mutual understanding.
- 6

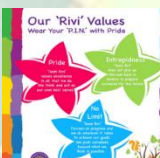
An Ethos for Playtimes - Transforming playtimes so that children continue to be happy, independent and challenged.











The

'Rivi Roar Out'

Week Beginning
23/09/2024





Reception

Max S.

Heidi A.

Y1

Jessica F.

Y2

Ete K.
Jacob E.

Y3

Clark H.
Ava S.

Y4

Mika K.

Y5

James P.

Y6





Little Monsters
with the Best
Behaviour:



Y3 and Y4

Class with
the Best
Attendance

Y3/4

100%







TELL-YOU LIGHTS

AT RIVINGTON FOUNDATION PRIMARY SCHOOL

Our 'Rivi' Values
Wear Your P.L.I.N.E. with Pride



GREEN

**'FIRST
YELLOW**

YELLOW

**SECOND
YELLOW
WARNING**

RED

1st
warning

2. If the
behaviour
persists an
visual yellow
will be used.

2nd
warning

3. Continued
misbehaviour
will lead to a
2nd visual
yellow warning
on the Tell-you
Light system.



Oh no...
Consequence

Gentle reminder
is given
before 1st
warning.

1. A gentle reminder is always given first to give
children a chance to reflect and change
immediately. REMEMBER OUR SCHOOL RULES!

Children may be asked to complete a
reflection form in an allocated space.

3. Continued or serious misbehaviour
will lead to a red warning on the 'Tell-
you Light system resulting a loss of
some play or other planned activity.

'Rivi RULES'

BE RESPECTFUL

BE RESPONSIBLE

BE SAFE

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

Sorry

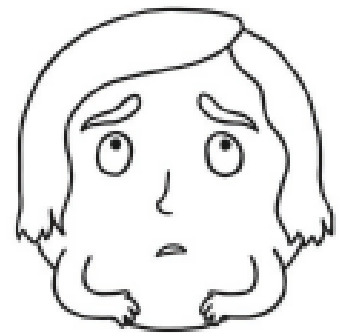
Dear _____

Sorry for _____

I know it made you sad.

Please let us be friends again.

Love _____



twinkl.co.uk



Sorry

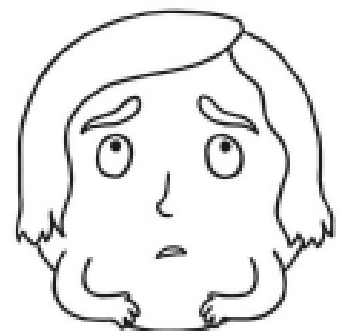
Dear _____

Sorry for _____

I know it made you sad.

Please let us be friends again.

Love _____



twinkl.co.uk





Wear Your P.I.N. With Pride



**Rivington
Behaviour
Curriculum**



PRIDE WITH PRIDE NO-ITM



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

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

19. *Date written: September 2024*

*Date agreed and ratified by Governing Body: September
2024*

Date of next review: September 2025

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 ethos 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 Foundation 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.