Endeavour
Multi-Academy Trust

BEHAVIOUR POLICY

River View Primary & Nursery School

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BEHAVIOUR POLICY

1. Compliance

1.1. This behaviour policy has been prepared with regard to the following statutory provisions and guidance:-

1.1.1. Education (Independent School Standards) Regulations 2014

1.1.2. Education and Inspection Act 2006

1.1.3. Equality Act 2010

1.1.4. School Information (England) Regulations 2008

1.1.5. Children and Families Act 2014

1.1.6. School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

1.1.7. School Discipline (Pupil Exclusions and Reviews) (England) Amendment and Transactional Provision) Regulations 2023

1.1.8. The School s Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

1.1.9. The School s (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

1.1.10. Department for Education's advice "Behaviour in School s" February 2024.

1.1.11. Department for Education's advice "Preventing and Tackling Bullying" July 2017

1.1.12. Department for Education's guidance "Suspension and Permanent Exclusion from maintained school s, academies and pupil referral units in England, including pupil movement' August 2024

1.1.13. Department for Education's guidance "Searching, screening and confiscation at school " July 2022

1.1.14. Department for Education's guidance "Restrictive Interventions, including use of reasonable force in school s' April 2026

1.1.15. Department for Education's guidance 'Alternative Provision' January 2013

1.1.16. Department for Education's guidance 'Keeping Children Safe in Education' as amended from time to time.

1.1.17. Department for Education's guidance 'Mobile phones in school s' February 2024

2. About this policy

2.1. At River View Primary and Nursery School , positive behaviour is actively promoted. The school recognises that good behaviour is essential to creating an effective teaching and learning environment in which all pupils are able to progress.

2.2. The school also believes that it is important to academic learning and pupils should be taught to take responsibility for their own actions and have a sense of understanding and respect for others - both in the River View Primary and Nursery School and the world outside - so that they may contribute responsibly and constructively to society.

2.3. The school recognises that, sometimes, negative behaviours can be displayed as a result of a Special Educational Needs (SEN). In such cases, the SEN policy will be applied and reasonable adjustments made to the application of this policy.

2.4. The school also recognises that at times pupils misbehave and in cases where a pupil is persistently disruptive sanctions and further action may be required.

2.5. This policy should be read alongside the school 's SEN policy and the Suspension and Permanent Exclusion Statement].

2.6. The purpose of this policy is to set out:

2.6.1. the standard of behaviour expected of pupils;

2.6.2. the consequences which staff can issue if behaviour falls below expected standards; and

2.6.3. how the school will deal with online and offline poor behaviour off the premises.

2.7. This policy will be published on the school 's website and can be made available in hard copy upon request.

3. **The School 's Rules**

3.1. All members of the River View Community are expected to use and follow their RICHER values and these are as follows:

-**R**espect

-**I**ndependence

-**C**aring

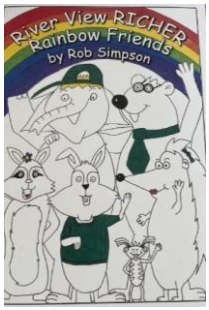
-**H**elpful

-**E**quality

-**R**esilience

Each of our RICHER values is represented by a character who has their own story in which they demonstrate their associated value throughout the school community.

Rachel is the Respectful Raccoon.
India is the Independent Iguana.
Colin is the Caring Bear.
Harriet is the Helpful Hedgehog.
Ethan is the Equality Elephant.
Richard in the Resilient Rabbit.



3.2 RICHER values are used at all times of the day, including registration, lesson times, play times, lunchtimes, wet play and lunchtimes, with no exceptions to the rule.

3.3 RICHER values are to be used towards all members of the school and wider community, with no exception to the rule.

3.4. Children and adults alike are expected to 'Wonderfully Walk' when moving around school , thus promoting a calm and inclusive setting for all.

3.5 The 'Good to be Green System' is followed (individuals may require this system to be adapted, which will be agreed between the headteacher, SENDCO and behaviour lead). **See appendix 1 for more detailed information about G2BG.**

4. **The School 's aims**

4.1. Pupils should develop a sense of respect and tolerance towards each other, the school 's employees and the wider community.

4.2. The school should offer a safe, happy and positive environment.

4.3. The school should promote the of choices and consequences. Adults model positive behaviours at all times and children are expected to take responsibility for their behaviour, as well as accept the consequences of certain behaviours. Individual staff use praise and positive talk with children, so that there is a positive 'can do' culture and children feel that they are valued. We foster a relational approach to behaviour as opposed to an outdated punitive method.

4.4. Positive approaches towards rewarding and openly recognising good behaviour should be encouraged at all times.

4.5. Pupils should develop a sense of self-discipline through understanding the consequences of their own actions.

4.6. Pupils should be actively supported in developing the appropriate social skills and strategies in order to be more-able to deal with difficulties and conflict.

4.7. Pupils will be taught what good behaviour looks like which will be demonstrated and modelled in the first instance by the school 's staff.

4.8. The school aims to prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying).

5. **Roles and Responsibilities**

5.1. The Governors have the overall responsibility for the effective operation of this policy and for ensuring compliance with any statutory framework.

5.2. The Governors have delegated the day-to-day responsibility of the implementation of this policy to the Headteacher The **Headteacher** is responsible for:

5.2.1. maintaining good understanding of behavioural expectations;

5.2.2. ensuring that all new staff are inducted into the school 's behaviour culture and that training is offered to all staff so they can meet their duties and functions within this behaviour policy;

5.2.3. ensuring that all new pupils have a clear understanding of behaviour expectations; and

5.2.4. anticipating that those pupils with Special Education Needs (SEN) may need extra support in place to help them meet the behavioural standards.

5.3. The Headteacher holds the power to suspend or permanently exclude a pupil on disciplinary grounds.

5.4. Senior leadership the school will:

5.4.1. ensure that they visibly display high levels of good behaviour;

5.4.2. ensure that all staff understand the behavioural expectations and the importance of maintaining them; and

5.4.3. assist the Headteacher with the induction of new staff into the school 's behaviour culture.

5.5. All members of staff have a role to play in developing a calm, positive, structured and safe environment at the school . All staff shall ensure that;

5.5.1. clear boundaries of acceptable pupil behaviour are established;

5.5.2. they teach and model good behaviour and positive relationships;

5.5.3. they respond to incidents of misbehaviour predictably, promptly, assertively and in line with this policy;

5.5.4. they challenge pupils to meet the expectations of this behaviour policy; and

5.5.5. they consider the impact of their own behaviour on the school 's culture and how they can uphold the school rules and expectations.

5.6. All pupils at the school deserve to learn in a safe and calm environment. To uphold this standard pupils must;

5.6.1. follow the school rules;

5.6.2. follow the behaviour expectations as set out within this policy; and

5.6.3. encourage and support a culture of good behaviour at the school among their peers.

5.7. The school recognises that good behaviour must be supported at home. As such, it is expected that parents;

5.7.1. get to know this behaviour policy;

5.7.2. support and reinforce the policy at home; and

5.7.3. engage with the school when behaviour expectations are missed. (**see appendix 3 for further information about this)**

6. **The [Academy's/School 's] procedures and strategies**

6.1. All classes display the school 's RICHER values classroom rules

6.2. Positive behaviour will be rewarded through rewards detailed below:

We feel it is important to praise and reward the children of River View in a variety of different ways that reflect and enthuses them to continue these positive behaviours. We believe that rewards are a vital part of building up a child's self- esteem as well as celebrating individual and group achievement. Our main rewards system is 'house points' which are engrained and used consistently throughout the school . All members of the school community are in a house, based around our school values, and are given a colour which they use in events such as Sports Day.

Rachel the Respectful Raccoon wears red. India the Independent Iguana wears orange. Colin the Caring Bear wears yellow. Harriet the Helpful Hedgehog wears green. Ethan the Equality Elephant wears blue.
Richard the Resilient Rabbit wears purple.
Both staff and visitors are encouraged to acknowledge children demonstrating our RICHER values and giving them a wristband which they exchange with their teacher for house points.

These rewards are collated online at least once a day to acknowledge the children's efforts and achievements. Each week the house with the most points receives a star on the whole school display and extra playtime. At the end of each half term, the house with the most stars takes part in a special activity, such as a chocolate scavenger hunt or additional forest school time. Alongside house points, we enhance our focus on good behaviours through other rewards such as stickers, praise cards and positive phone calls home, and weekly celebration assemblies.

6.3. The School's employees have agreed the following positive behaviour management strategies:

1. Restorative not punitive measures
2. Be a good role model
3. Provide areas for children to regulate and allow children to use these when they communicate the need to
4. Allow adequate de-escalation time for the individual, remembering that there is a no 'one size fit'model
5. Parents and carers must be informed of any incidents or concerns regarding behaviour on the same day in which they arise
6. Positive behaviour is rewarded and promoted
7. Zones of regulation to be used as and when needed and to be displayed in every classroom (see appendix 3 for further information)

6.4. All school employees are encouraged to always provide opportunities for pupils to be listened to so that any worries or difficulties can be talked through and be dealt with more easily. The School believes that the curriculum should be planned to include all pupils in order to maximise their opportunities to experience success and enhance their self-esteem.

6.5. When there are difficulties with individual or class behaviour, the G2BG system is followed correctly.

6.6. The School will consider whether poor behaviour is as a result of a pupil suffering, or likely to suffer, significant harm. In these circumstances the appropriate safeguarding lead will be notified and the appropriate procedures followed as set out in the School's Safeguarding Policy.

6.7. The School will also work to identify if any poor behaviour is due to any unmet educational or other needs. If these needs are identified the appropriate safeguarding/educational lead will be notified and the appropriate procedures followed.

6.8. All incidents of significant misbehaviour should be recorded on the incident form under Appendix 4 in this policy.

7. Assemblies

7.1. There are weekly assemblies during which individual pupils, and classes, receive recognition and awards based upon positive behaviour and achievement.
7.2. Fortnightly play assemblies, a key part of OPAL, provide children with the opportunity to learn, discuss, negotiate and reflect on the behaviour of play and the importance of our RICHER values within successful play with each other.

8. How pupils can raise issues

8.1. Discuss their concerns with a trusted adult within the school .
8.2. Children on behaviour plans can amend their plan with a trusted adult in order to foster more positive behaviour

9. SEN Pupils

9.1. The school believes that all students should have the support to achieve high standards of behaviour inside and out of the classroom. However, the school also recognises that some members of the community with SEN or disabilities may have barriers in place to achieve these standards.

9.2. The **school** aims to support the behaviour of pupils with SEN by;

9.2.1. making reasonable adjustments where possible to accommodate their needs;

9.2.2. co-operating with the Local Authority and other authorities where the pupil has an Education, Health and Care plan (EHCP);

9.2.3. remitting short, planned breaks for pupils whose SEN means they find it difficult to sit still for a long period of time;

9.2.4. writing individual behaviour plans if necessary: Some children have specific difficulties with their behaviour and in these instances, the 'Good to be Green' system may not offer instantaneous enough reward/sanction. In these instances, the children are assessed by the school's Behaviour/SEND team and a more effective approach to their behaviour is established. These children will have a behaviour Plan which outlines their needs and these are agreed by children, parents and school staff.

9.2.5. Children will only be put on a behaviour plan if concerns have been raised and discussed with SLT.

9.2.6. training staff in potential triggers for medical conditions so they can recognise triggers which might cause bad behaviour.

9.3. However, where it is apparent a student with SEN is struggling at the school even when accommodations are in place the school will work with multiple agencies to provide education for those for whom the school might not be the best option. This includes supporting a move to an alternative educational provider.

9.4. It is not unlawful to suspend or exclude a child with special educational needs or a disability. However, the Headteacher will consult with the SENCo before taking any decision to consider whether the breach of the behaviour policy that would ordinarily warrant exclusion is a manifestation of the pupils SEN. In the event that it is, the Headteacher may still believe that suspension or exclusion is warranted as it is a proportionate means of achieving a legitimate aim.

10. **Sanctions**

10.1. When a pupil's behaviour justifies the application of a sanction one will be issued in order to deter future repeats of bad behaviour.

10.2. When necessary and reasonable to do so, the school will adopt the one or more of the following sanctions which is proportionate in all of the circumstances – see appendix 1

10.3. At the end of a sanction, where appropriate, the pupil will receive further guidance about what they did wrong, the impact of their actions and how they can do better in the future. They will also be offered further support if appropriate which may include;

10.3.1. the **school** engaging with parents.

10.3.2. a change of teaching set or class;

10.3.3. consideration by the Special Education Needs Coordinator (SENCO), with colleagues, of possible interventions within the school

10.3.4. referral to a specific support service, such as the Education Welfare Service, Children's Services, Child and Adolescent Mental Health Service, or school's Family Support Service; and

10.4. Suspensions and permanent exclusions are dealt with in more detail below.

11. **Reflection Club**

11.1. Reflection Club is the school's sanction for managing poor behaviour.

11.2. At Reflection Club, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

11.3. The **school** do not need parental or pupil consent for a pupil to attend Reflection Club

12. **Removal from the Classroom**

12.1. The **school** uses removal from the classroom as a key behaviour management tool as action short of suspension for moderate and/or persistent breaches of this behaviour policy.

12.2. Removal is, however, a serious sanction and can be used when behaviour is so disruptive as to warrant immediate removal. It is used to;

12.2.1. maintain the safety of all pupils and to restore order and calm following an unreasonably high level of disruption;

12.2.2. enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and

12.2.3. allow the pupil to regain calm in a safe space away from any triggering issues.

12.3. Pupils will be set appropriate tasks outside of the normal timetable to allow them time to decompress in a reduced sensory environment. This allows them the chance to consider the consequence of their actions, the impact on others and to adjust their behaviour once returned to normal timetable.

12.4. Parents should be informed on the same day if their child has been removed from the classroom and placed in Removal.

13. Mobile phones and other smart devices

13.1. For the purpose of this section 13 'Mobile Device' shall mean a mobile phone and any other smart device with a similar functionality to a mobile phone (for example, the ability to send and/or receive notifications or messages via mobile phone network) including, but not limited to, tablet devices and smart watches.

13.2. Pupils must hand in all Mobile Devices at the beginning of the school day and they will be permitted to collect them at the end of the day. Any child found in the possession of a mobile device will result in immediate confiscation and parents or carers will be contacted and invited to attend a meeting with a member of the senior leadership team

13.3. Should parents need to contact a pupil during the school day they can do so through the **school** office.

13.4. In the event that a Mobile Device is found on a pupil or is being used in breach of this policy it will be lawfully confiscated and parents or carers will be contacted and invited to attend a meeting with a ,member of the senior leadership team

13.5. The prohibition on Mobile Devices extends to any **school** trips off-site.

13.6. We have the lawful right to issue a sanction where a pupil is found with a Mobile Device. Where a sanction is issued this may include confiscating the pupil's Mobile Device for a period of time to be determined by the **Headteacher** at their absolute discretion.

13.7. We have a lawful right to search the content of Mobile Devices without consent from the pupil or parents. For more information on staff searching powers please see section 14 below.

13.8. There may be occasions where the Headteacher decides to adapt this section 13 in order to allow a pupil to have a Mobile Device present in school for a finite period. This is a matter for the [**Principal/Headteacher**] in their absolute discretion, and each case will be assessed on its merits.

13.9. An example of where the Headteacher may exercise their discretion under 13.12 might be where is necessary for the effective management of a pupil's medical condition.

14. Use of reasonable force, searching and screening

14.1. The **school** recognises that at times there are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. There are also times when the Headteacher or those members of staff authorised by them may have to search or screen pupils to search for illegal items or those prohibited under the **school** rules.

14.2. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances’.

14.3. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the **school** or among pupils. Members of staff may also use reasonable force when conducting a search for illegal items, such as weapons (including knives), alcohol, illegal drugs, stolen items, tobacco, electronic cigarettes (vapes), fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

14.4. Force may not be used to search for other items banned under the **school** rules.

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

14.6. Staff shall exercise these powers in line with the Department for Education’s guidance and underpinned by Pride (training provider).

15. **Recording and Reporting Significant Incidents**

15.1. The term ‘significant incident’ means any incident where the use of force goes beyond appropriate physical contact between pupils and staff. A significant incident will include when physical force is used to implement a non-physical restrictive intervention.

15.2. The **school** recognises that at times there are circumstances in which staff may use force in a way which amounts to a significant incident in order to safeguard children.

15.3. Where there has been significant incident the member of staff must;

15.3.1. complete the Reporting Form under Appendix 5 of this policy**;** and

15.3.2. submit the Reporting Form to Gemma Simpson (Deputy Headteacher and SENDO) as soon as practicable and no later than by the end of the school day.

15.4. Where there has been a significant incident the **school** will report this to the parents of pupil involved as soon as practicable after the incident, and no later than on the same day.

15.5. If a member of staff is unsure whether an incident would constitute reasonable force or a significant incident they should consult a senior member of staff as soon as practicable to determine whether the Reporting Form should be completed.

16. **Use of restrictive interventions and seclusion**

16.1. The **school** recognises that at times there are circumstances when it is appropriate for staff in school s to use restrictive interventions or seclusion.

16.2. The term ‘restrictive intervention’ means to prevent, restrict or subdue movement of the body or part of the body of a **[student/pupil].** Restrictive intervention can involve no physical contact with a **[student/pupil]** (for example, removing a walking aid from a pupil).

16.3. The term ‘seclusion’ means a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave. Seclusion should not be confused with removal from the classroom which is a disciplinary intervention used in response to deliberate or wilful misbehaviour.

16.4. Seclusion will be used by the **school** as a safety measure to protect others from harm where a pupil is experiencing high levels of emotional or behavioural dysregulation.

16.5. Trained members of staff have the power to use restrictive interventions, which may also include the use of reasonable force (PRIDE trained)

16.6. The **school** expects that staff should limit the use of restrictive interventions and, in most situations, will seek to minimise the use through prevention and de-escalation. The **school** seeks to minimise the use of restrictive interventions by;

16.6.1. considering how the school and classroom environment can support all pupils to learn and thrive;
16.6.2. sharing best practice for whole class behaviour management;
16.6.3. training staff in effective communication strategies;
16.6.4. working closely with parents to support individual pupils: and
16.6.5. implementing support for pupils based on their identified needs.

17. **Reporting the use of restraint and/or seclusion**

17.1. Where there has been use of seclusion or non-physical restraint incident the member of staff must;

17.1.1. complete the Reporting Form under Appendix 5 of this policy**;** and

17.1.2. submit the Reporting Form to Gemma Simpson (Deputy Headteacher and SENDCO) as soon as practical and no later than by the end of the school day.

17.2. The **school** will notify parents of the incident as soon as practicable after the incident, and no later than on the same day. This will apply even if restrictive interventions are in place as part of an agreed behaviour support plan.

17.3. If the use of restraint occurred alongside use of a significant use of force the **school** will report to parents under the procedure set out in section 15.

17.4 The **school** will provide written information to parents regarding the seclusion or restraint incident.

18. **Information to pupils**

18.1. All pupils will be made aware of the school's rules and expectations. We will do this through material around the school throughout classroom work and assemblies.

18.2. A copy of this policy will be accessible on our website and other means within the school to allow pupils to independently consider our approach to behaviour and to allow them the opportunity to take responsibility for their conduct with school

19. **Moderate to Serious Breaches of the** School's **Rules**

19.1. Any serious breach of the school's rules (including serious aggressive behaviour), will be followed up immediately by a member of the Senior Leadership Team

19.2. Parents will be informed and, if appropriate, asked to come into the school for a meeting where the behaviour/incident will be explained.

19.3. Where considered necessary, suspension (or, in a rare case, a permanent exclusion) will be given.

19.4. We will endeavour to work with pupils, parents and third parties to develop intervention and strategies to effectively manage behaviour as far as we can.

20. **Direction off-site to improve behaviour**

20.1. The Headteacher has the power to direct a pupil off-site to an alternative educational placement to improve behaviour. Parental consent is not required and attendance at the directed placement is compulsory. This is not a sanction, but a measure at the Headteacher's disposal to take steps to support an improvement in a pupil's behaviour, with a view to reintegrating them back into the school community with improvement.

20.2. A placement will be commissioned based on the circumstances that have arisen leading to the sanction. This can be at another mainstream school or alternative provision which, in the Headteacher's opinion is going to assist in supporting an improvement in behaviour.

20.3. The period off-site will be proportionate and subject to review with the Chair of Governors. The length of time a pupil spends in another mainstream school or AP will depend on what best supports the pupil's needs and potential improvement in behaviour.

20.4. Parents may request that the Governors hold a review meeting and may submit written representations at the time of a periodic or other review should they believe the placement should end. Reviews will be held with the Headteacher, the Governors and parents on whether to end or extend the placement.

20.5. Should a pupil refuse to follow the direction to attend the alternative placement then the Headteacher will be entitled to treat this as a serious breach of the behaviour policy warranting suspension or permanent exclusion.

20.6. A direction-off site should not be mistaken for a managed move. They are two distinct and separate means to improve pupil behaviour. A direction off site is not a 'trial period' at a new setting, with a view to making it a permanent move. From the outset, it should be made clear that it is a temporary measure to improve behaviour.

20.7. A direction-off site is not a sanction. It is a means to aid the school in improving pupil behaviour.

21. **Managed Moves**

21.1. The Headteacher has the power to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. A managed move is voluntary and agreed with all parties involved.

21.2. A managed move will only be considered when it is in the pupil's best interests and offered as part of a planned intervention once an appropriate initial intervention has been carried out at an **school** level. The Headteacher shall have discretion in relation to what an appropriate initial intervention is.

21.3. Examples of interventions the **school** can consider prior to a managed move include:

21.3.1. frequent and open engagement with parents, including home visits if deemed necessary;
21.3.2. mentoring and coaching;
21.3.3. short-term behaviour report cards or longer-term behaviour plans;
21.3.4. pupil support units; and
21.3.5. engaging with local partners and agencies to address specific challenges.

21.4. A managed move should not be mistaken for a direction-off site. They are two distinct and separate means to improve pupil behaviour. There is no 'trial period' with a managed move. All parties must agree at the outset that the move is intended to be a permanent one with a view to improving behaviour.

21.5. A managed move is not a sanction. It is a voluntary means to improve pupil behaviour.

22. **Suspension**

22.1. The Headteacher has the power to suspend a pupil for a fixed period. This power cannot be delegated but may be exercised on the advice from senior leaders where there has been moderate, persistent or serious breaches of this behaviour policy. The Headteacher has the power to suspend a pupil on disciplinary grounds for a maximum of 45 days in a school year.

22.2. Suspension and permanent exclusion are the most serious sanctions available to the school and will be issued when behaviour warrants such intervention. For the majority of pupils, a suspension will not be necessary. The school aims to exhaust other sanctions before turning to a suspension. When establishing the facts in relation to a suspension the Headteacher will apply the civil standard of proof, i.e. 'on the balance of probabilities'. This means that the Headteacher will accept that it is

more likely that an incident happened than it did not happen. The Headteacher will take into account their statutory duties in relation to SEN duties when considering whether to suspend a pupil.

22.3. The school will take reasonable steps to set work for the pupil during the first five school days when they are suspended, adding it to Google Classroom daily. For longer suspensions, the school will arrange suitable alternative educational provision from the sixth school day of the suspension.

A suspension can be issued for part of the school day or for a number of days. A suspension cannot be converted to a permanent exclusion. However, in the event that evidence has come to light which warrants a more serious sanction to be imposed the Headteacher may issue a permanent exclusion.

22.4. Upon return to the school after a suspension, the pupil will attend a reintegration meeting with the Headteacher. This will normally take place on the first morning back. Parents will be invited to reintegration meetings and it is the Headteacher's strong expectation that parents attend to support the pupil's reintegration into the school community and so that they can help their child understand the standard of behaviour required.

23. **Permanent Exclusion**

23.1. A permanent exclusion will be used in response to persistent breaches or a serious breach of this behaviour policy. It will be used when allowing the pupil to remain at the school would seriously harm the education or welfare of the pupil or others at the school.

23.2. Persistent breaches are when a pupil repeatedly breaches the school's behaviour policy and which other sanctions, interventions and strategies have not been able to effectively manage.

23.3. A serious breach will be a singular event which warrants permanent exclusion from the school. These may include, but are not limited to:

23.3.1. violence towards students, staff or visitors;

23.3.2. drug use or possession; or

23.3.3. serious but false allegations against a student or staff.

23.4. Permanent exclusions will follow the Department for Education's statutory guidance on exclusions.

24. **Poor behaviour off the school's premises/Online Behaviour**

24.1. All pupils have a responsibility to conduct themselves in accordance with our behavioural expectations at all times and so as not to bring the school or our community into disrepute.

24.2. The same standard of good behaviour is expected online as apply offline. The **school** prides itself as an intrinsic part of the community. It will fully support police investigations or community incidents and will sanction or reward pupils accordingly.

24.3. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos, and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (DSL) (or deputy) when an incident raises a safeguarding concern.

24.4. The **Headteacher** is entitled to take into account behaviour outside the school gates when applying this policy to such an extent as is reasonable. This includes non-criminal poor behaviour and bullying which occurs off **school** premises or online and which is witnessed by a staff member or reported to the school.

24.5. Conduct outside the **school** premises, including online conduct, that the **school** might sanction pupils for include, but are not limited to:

24.5.1. misbehaviour when taking part in any school -organised or school -related activity;
24.5.2. misbehaviour when travelling to or from the school

24.5.3. misbehaviour when wearing school uniform;
24.5.4. misbehaviour when in some other way identifiable as a pupil at the school ;
24.5.5. misbehaviour that could have repercussions for the orderly running of the school ;
24.5.6. misbehaviour with an electronic device;
24.5.7. misbehaviour that poses a threat to another pupil; or
24.5.8. misbehaviour that could adversely affect the reputation of the school

25. **Suspected criminal behaviour**

25.1. In cases when a member of staff or headteacher suspects criminal behaviour, the **school** will conduct initial investigations.

25.2. Investigations will be fully documented, and all reasonable efforts will be made to preserve relevant evidence. The findings of such investigation will determine whether the **school** makes a report to the police.

25.3. Once a decision is made to report the incident to police, school s retain the discretion to continue investigations and enforce their own sanctions, so long as it does not conflict with police action.

26. **Child-on-child abuse**

26.1. The **school** takes any report of online or offline abuse or sexual violence seriously and will not tolerate such behaviour.

26.2. As part of ensuring high behaviour standards the **school** will ensure that pupils and staff do not normalise sexually abusive language or behaviour by treating it as an expected part of growing up. All members of the **school** community must advocate for high standards of conduct and model dignified and respectful relationships.

26.3. If a pupil makes an allegation of sexual violence or harassment against a peer a referral in the first instance must be made to the DSL, or deputy, and dealt in line with the safeguarding policy. If a pupil makes a deliberately invented or false allegation they may receive a consequence in line with this behaviour policy. Support from the DSL or deputy will be engaged to determine whether a consequence will be appropriate.

27. **Reporting**

27.1. When the **Headteacher** issues a suspension or permanent exclusion, she will inform the local authority without delay. The notification shall include the reason and duration of the exclusion and, if permanent, the fact that it is permanent

27.2. The **Headteacher** will make a termly report to the Governors with exclusion data. This shall include:

27.2.1. the number of suspensions issued;
27.2.2. the number of permanently exclusions issued; and
27.2.3. the number of permanent exclusions rescinded.

27.3. The Governors must consider the exclusion data and use it to inform;

27.3.1. the effectiveness and consistency in implementing the **school's** behaviour policy;
27.3.2. any interventions needed to support pupils at risk of suspension and/or permanent exclusion; and
27.3.3. understanding of the demographics, frequency and timings of exclusions.

APPENDIX 1
GOOD TO BE GREEN INFORMATION

At the start of each academic year, class teachers reinforce the school rules which relate to the 'Good to be Green' system encompassing our RICHER Values.
As part of the 'Good to be Green' system, all children start on GREEN and remain there, unless they have to be spoken to about unacceptable behaviour.

Stop and Think Cards
Stop and Think cards are given to a child if after a verbal warning regarding unwanted behaviour, a gentle visual reminder is needed. If the child responds and the unwanted behaviour stops, the Stop and Think Card is removed.

Yellow Cards
Yellow cards are given if a child persists in the wrong behaviour following a Stop and Think card. These are an opportunity to alter behaviour before a more formal sanction (red card) is imposed. Yellow cards are temporary, and a child should quickly (around 10 minutes) return to green or progressed to red. The number of yellow cards a child receives is monitored closely by the class teacher and SLT, using a weekly form. Receiving a lot of yellow cards can highlight constant low level disruption which can affect the learning of the child and other children in the class. If the number of yellow cards received is a concern, then parents will be contacted.

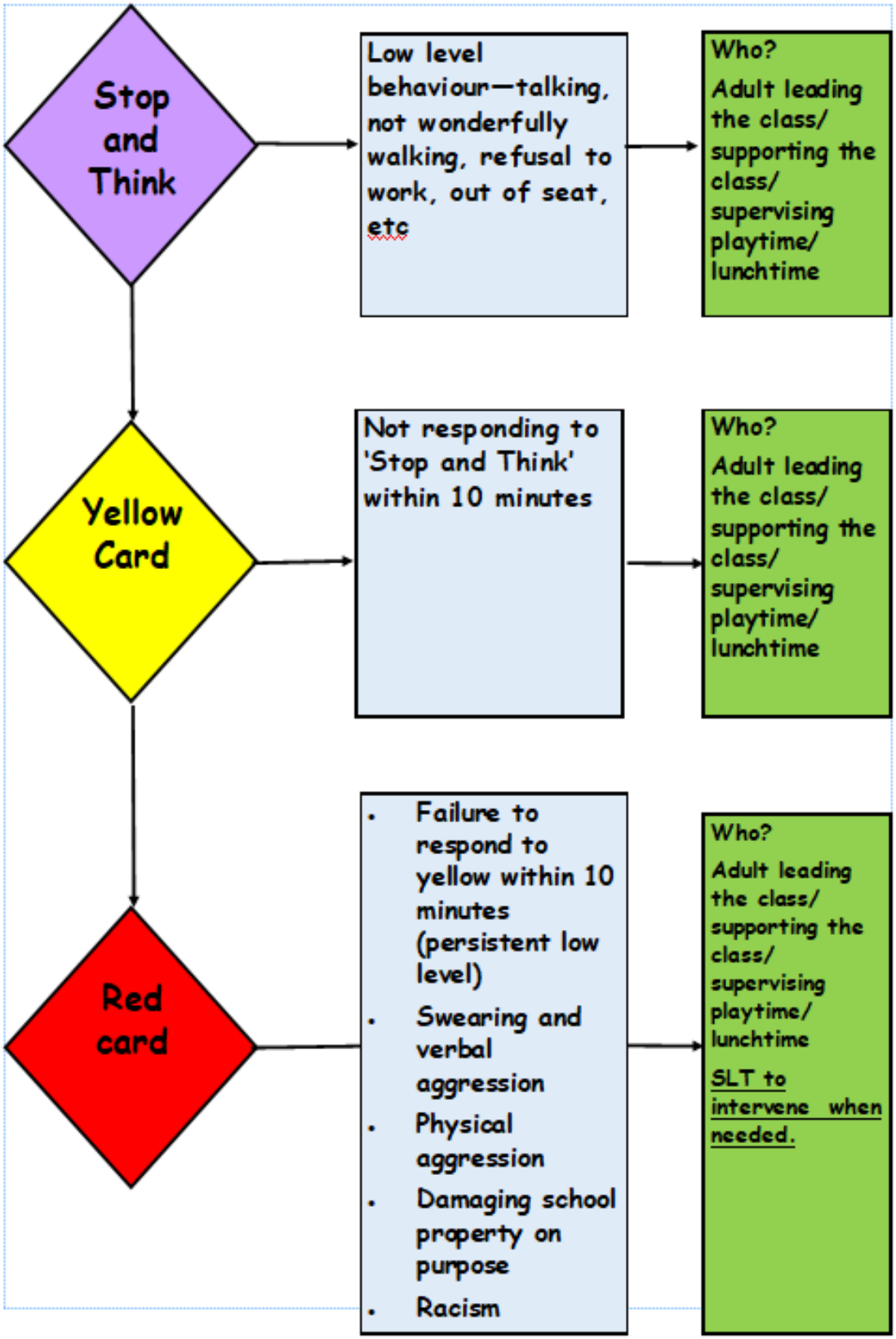
Red Cards
If a child receives a red card after the behaviour system is followed, they will complete reflection which will involve a restorative conversation with the member of staff who gave the red card. This is a time for the child to sit with an adult and discuss why they have received the red card, and begin to reflect on how they should behave instead. The children also complete a restorative conversation sheet. Victims are actively encouraged to be part of the restorative process, whether they be children or adults. These red cards are recorded and monitored by the class teacher and SLT. Parents are informed at the end of the school day and a copy of the restorative conversation sheet is sent home, within a timely manner. If a red card is issued during the morning, they will spend half an hour inside during their lunchtime with an SLT member. If the red card is issued during the afternoon, they will still spend half an hour with an SLT member but on the next day.

Exceptions to the Good to be Green System
On occasion, it is necessary to send a child straight to a red card due to the severity of the behaviour they have displayed. Examples of such behaviour include (but are not limited to):

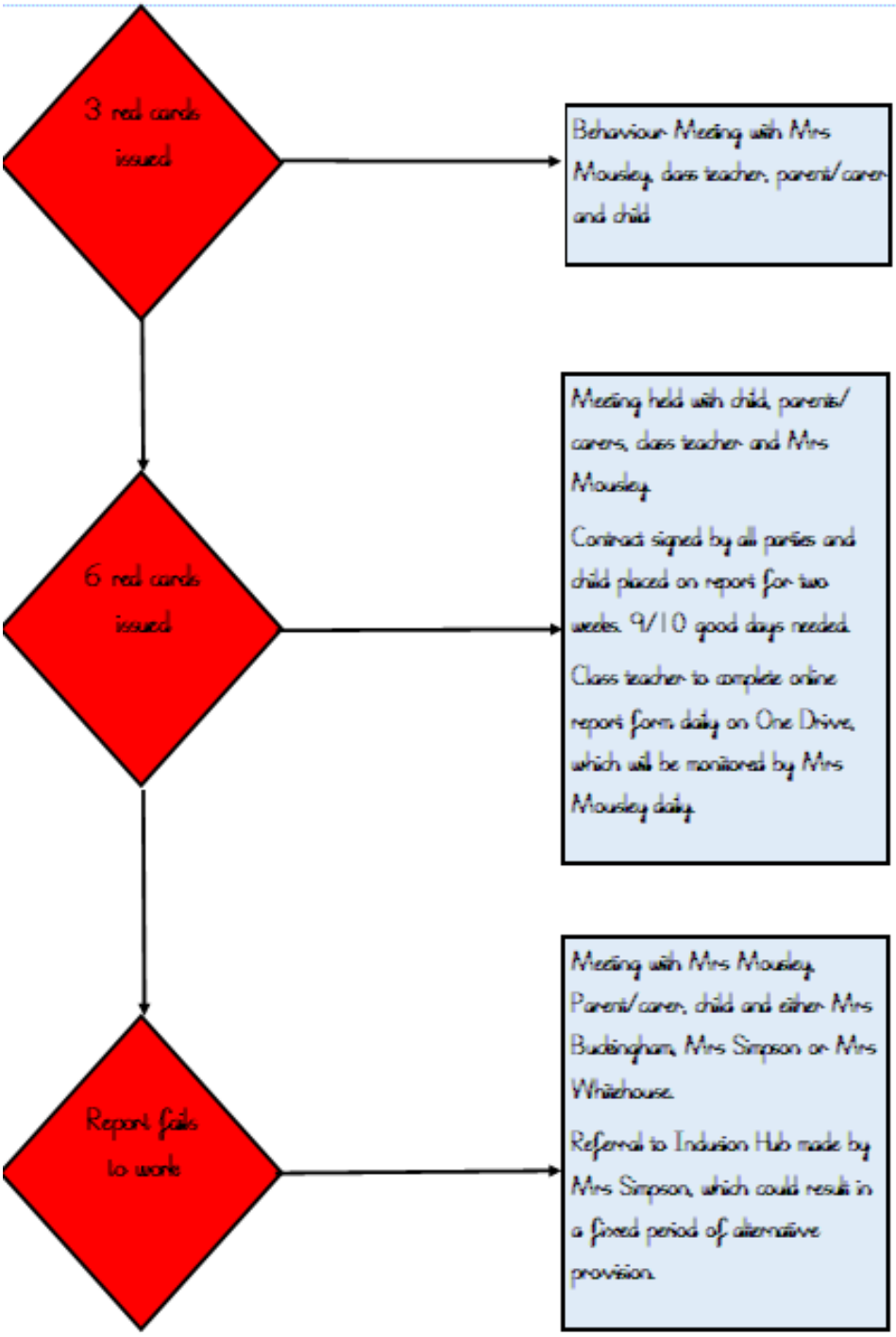
- violence to others
- spitting
- swearing and verbal aggression
- extreme disrespect e.g. repeated disobedience
- damaging school property
- racism

In the instance of an extreme behavioural incident for example, extreme violence, extreme disrespect etc then a member of SLT should be informed in order to follow up the incident thoroughly.

Flow Chart – Classroom Visual



APPENDIX 2
SECTION 5.3.7



BEHAVIOUR CONTRACT

River View Primary and Nursery School

Suffolk Road, Stapenhill, Burton on Trent, DE15 9HR
Email: Office@riverview.staffs.sch.uk
Website: www.riverviewprisch-staff.co.uk
Tel: 01283 260157

Behaviour Contract:

This Behaviour Contract is an agreement between .....

We acknowledge that < name > has not been consistently demonstrating our school's RICHER values, having received six red cards this half term. To support < name > in improving < his/her > behaviour, we have agreed to place < him/ her > on a school report for a two-week period.

During this time, < name > must achieve at least 9 out of 10 positive days to be removed from the report. We believe this will help encourage positive behaviour and reinforce the importance of our school values.

If < name > does not meet this target, a meeting will be scheduled with everyone attending this meeting and one of the following staff members: Mrs Whitehouse, Mrs Buckingham, or Mrs Simpson. At this meeting, we will discuss further support options, including a referral to the Inclusion Hub, which may lead to a fixed period of Alternative Provision.

By signing below, we agree to the terms outlined in this contract and commit to working together to support in their journey towards positive behaviour.

Signatures:

_____ Mrs Mousley

_____ Child

_____ Parent

_____ Class Teacher

APPEND

APPENDIX 3

ZONES OF REFGULATION

- At River View Primary and Nursery School , we have implemented the Zones of Regulation as an intervention to enable children to be able to identify their own emotions, whilst supporting them with strategies to self-regulate. These include: use of language, application of colours to feelings, considering their response to these feelings and calming and regulating activities. It is delivered through bespoke interventions - in response to individual need. This approach helps children to:

  • understand themselves better

  • rationalise their worries and/or concerns

  • learn to co-regulate, through adult modelling techniques and strategies and consequently,

  • become better able to manage their own emotions independently – self-regulation

    -

    -

- There are four zones:

✓ Green Zone – is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

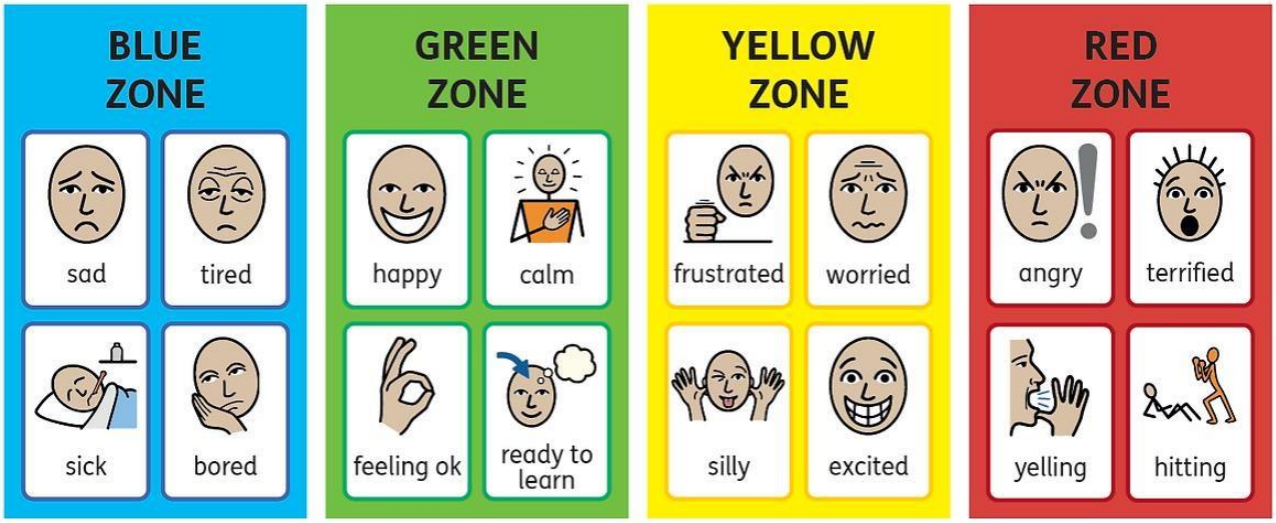
✓ Blue Zone - is used to describe a low state of alertness. A person may have down feelings such as when one feels sad, tired, sick or bored.

✓ Yellow Zone – is used to describe a heightened state of alertness and elevated emotions; however, a person has more control when they are in the Yellow Zone. A person may experience stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

✓ Red Zone – is used to describe extremely heightened states of alertness and intense emotions. A person may be feeling or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

- The children learn to identify the emotions they are experiencing and the behaviour that may occur within each zone. They are taught how to regulate themselves using different strategies. It is important that we remind children that we will experience all zones and there are no good or bad zones, however our success in regulating our emotions depends on us recognising our emotions, understanding them and having various support strategies in place.

- Upset or dysregulated children require time to calm down and manage their emotions before discussion around any unwanted behaviour takes place; therefore, children have access to visuals to share how they are feeling and a range of strategies to support them to manage their behaviour dependent on the zone they are in.



APPENDIX 4

SIGNIFICANT INCIDENT REPORTING FORM

REPORTING FORM

Date of Incident:	**Time of Incident:**
Location of Incident:	
Duration of Incident:	
Dealt with by:	
Report Completed by:	

Type of Incident / Concern:

Use of Reasonable Force	
Significant Incident	

Name of Pupil	
Witnesses	
Does the pupil have SEND?	
SEND Status Code	

SUMMARY OF THE INCIDENT (attach additional sheets if necessary)

Include:

- Brief account
- What led to the incident
- Identified or potential triggers (if known)
- Preventative and/or de-escalation strategies used
- What type of reasonable force was applied
- Degree of force
- Details of any physical injuries sustained
- Why the use of force was necessary
- Post incident support (including medical treatment)

ACTION TAKEN & FOLLOW UP (attach any letter to parent/carers)

Other Information: (previous history log, background information etc)

LEADERSHIP COMMENTS

Signed by Reporting teacher

Signed by Leadership

APPENDIX 5
USE OF SECLUSION AND NON-FORCE RELATED RESTRAINT

REPORTING FORM

N.B. If the incident has involved the use of force and/or force related restraint the form under Appendix 2 should be used instead.

Date of Incident:	**Time of Incident:**
Location of Incident:	
Duration of Incident:	
Dealt with by:	
Report Completed by:	

Type of Incident / Concern:

Seclusion	
Non-physical restrictive intervention	

Name of Pupil	
Witnesses	
Does the pupil have SEND?	
SEND Status Code	

SUMMARY OF THE INCIDENT (attach additional sheets if necessary)

Include:

- Brief account
- Why intervention was necessary.
- Details of any injuries sustained (if applicable)
- Post-incident support (including medical treatment)

ACTION TAKEN & FOLLOW UP (attach any letter to parent/carers)

Other Information: (previous history log, background information etc)

LEADERSHIP COMMENTS

Signed by Reporting teacher

Signed by Leadership