



# Behaviour policy and statement of behaviour principles



|                            |                |                             |
|----------------------------|----------------|-----------------------------|
| <b>Approved by:</b>        | Mrs. M Atkins  | <b>Date:</b> September 2023 |
| <b>Last reviewed on:</b>   | September 2023 |                             |
| <b>Next review due by:</b> | September 2024 |                             |



## RIVERVIEW BEHAVIOUR POLICY

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**Aims**

This policy aims to:

Provide a consistent approach to behaviour management

Define what we consider to be unacceptable behaviour, including bullying and discrimination

Outline how pupils are expected to behave

Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

Outline our system of rewards and sanctions

**Legislation and Statutory Requirements**

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

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school’s duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

**Definitions**

We expect children to live out the school values and follow the Golden Rules, which will lead to good behaviour as the norm.

Children who find this particularly difficult are helped to acquire lasting self-discipline and personal responsibility. We place great emphasis on the freedom of the individual to make the right choice. Where problems occur, discussion of alternative choices is the basis of our response.

**Unacceptable behaviours may include:**

|          |   |
|----------|---|
| swearing | disrespect of people and property ( prejudice behaviours) |
|----------|---|



|  |  |
|--|--|
| bullying   | disobedience   |
| biting, kicking or any form of physical aggression | arguing with adults  |
| spitting   | being in the wrong place at the wrong time                   |
| inappropriate use of toilets                       | throwing food or shouting in the dining hall                 |
| grafitti   | chewing gum  |
| vandalism  | eating in class  |
| theft  | sliding down bannisters                                      |
| online behaviours                                  | verbal abuse including shouting or threatening people        |
| malicious accusations against school staff         | any of the behaviours outlined on the way to and from school |
| any of the behaviours outlined on a school trip    | Sexual harassment  |
| Sexualised language with intent                    |  |

## Bullying

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

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

Bullying can include:

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



| TYPE OF BULLYING          | DEFINITION  |
|---------------------------|---|
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing   |
| Cyber-bullying            | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy

**Insert link to separate anti bullying policy**

Anti-bullying policy for children

<https://www.riverview.surrey.sch.uk/attachments/download.asp?file=264&type=pdf>

Advice for Riverview children on bullying

<https://www.riverview.surrey.sch.uk/attachments/download.asp?file=263&type=pdf>

Advice for Riverview parents on bullying

<https://www.riverview.surrey.sch.uk/attachments/download.asp?file=262&type=pdf>

Covid-19

<https://www.riverview.surrey.sch.uk/attachments/download.asp?file=290&type=pdf>

## Roles and Responsibilities

**All staff have a responsibility to provide a safe environment in which children can learn. (KCSIE 2022)**

### The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.



### **SLT are responsible for:**

- Implementing the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy
- Ensuring the health, safety and welfare of all children in the school
- Reporting to/meeting with parents/carers when necessary
- Liaising with external agencies when necessary
- Reporting to Governors, when requested, on the effectiveness of the policy
- Keeping records of all reported serious incidents of mis-behaviour on CPOMS and regularly analysing data to identify repeat patterns
- Being on duty during lunchtimes to ensure Behaviour Policy is adhered to
- Leading by example in implementing school policy
- Coaching staff on behaviour management strategies

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific social, emotional and behavioural needs of particular pupils
- Recording behaviour incidents using CPOMS (behaviour log)
- The Senior Leadership team will support staff in responding to behaviour incidents

### **Parents, Carers and Families**

Parents are expected to:

- Support their child in adhering to the 'Golden Rules'
- Support the vision, mission statement and values of the school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### **Pupil Code of Conduct**

We expect children to live out the school values (*love, respect, hope, trust and forgiveness*) and follow the Golden Rules, which will lead to good behaviour as the norm.

Pupils are expected to follow the '**Golden Rules**':

- Be gentle
- Listen
- Work hard



- Be honest
- Be kind and helpful
- Look after property

## Rewards and Sanctions

### List of rewards and sanctions

Riverview rewards used to reinforce good behaviours:

|   |   |
|---|---|
| <b>Golden Time<br/>(Year 1/4, Year 2/5, Year 3/6)</b> | Golden Time is given to children who have followed the Golden Rules all week. This is on a Friday afternoon and is shared with another class. Children choose which activity they would like to do on a Monday.   |
| <b>Learning Behaviour Chart</b>                       | Displayed in every classroom. Children are encouraged to show "good learning behaviours" and move up the chart. These are linked to meta cognition and our learning characters. Certificates are awarded when a child has reached the top of the behaviour chart on any day of the week.  |
| <b>Learning Chart Certificates</b>                    | Bronze, Silver, Gold and Platinum certificates are awarded when a child has received 6, 12, 18 and 24 learning certificates. An A4 certificate will be awarded for 30 learning certificates. At the end of the year one child from each class, with the highest number of certificates, will join together for a reward/prize.  |
| <b>Marbles in a Jar<br/>EYFS 10<br/>KS1/KS2 16</b>    | A jar is in each class. A marble is placed in the jar when a child is seen following the good choice of the week. The aim is that the jar is filled throughout the day and that the class receive a 5-minute game as a treat. The marbles in a jar are also used for 'Tell a Good Tale', where children receive a marble in the jar for telling a good tale about someone in their class. |
| <b>Golden Tickets</b>                                 | Given to children who are seen following the Golden Rules around the school during social times. Placed in a box inside each classroom.   |
| <b>Golden Ticket Treat</b>                            | Each half term all the golden tickets are collected and eight tickets pulled out in assembly. The winning children each choose a friend for a reward treat e.g. making ice cream sundaes.   |
| <b>Celebration Assembly</b>                           | Each week, this is an opportunity for the whole school to come together to celebrate great learning, linked to learning characters.   |
| <b>Positive Fridays</b>                               | Each teacher/member of staff on the playground every Friday at the end of the day picks one child to share  |



|                             |  |
|-----------------------------|--|
|                             | successes with parents/carers when they come to pick up their children. Building relationships and a great start to the weekend for the child.   |
| <b>Hot Chocolate Friday</b> | A child is chosen from each class who has gone above and beyond that week. They will join the headteacher for hot chocolate.   |
| <b>Lunchtime Tickets</b>    | Awarded in the dining hall, a small prize is chosen for the child's ticket picked out from the KS1/KS2 tins in celebration assembly.   |
| <b>Stickers</b>             | Given to individual children to reward specific areas of achievement across the curriculum.  |
| <b>Row Points</b>           | Some classes may use these depending on the cohort. Used to motivate groups of children to encourage good learning behaviours and working together. A small reward may be given at the end of the week.  |
| <b>Smiley Face</b>          | Used dependent upon the cohort to motivate and encourage good learning behaviours. A visible list of children under a smiley face.   |
| <b>Personalised Rewards</b> | Any children that may have a behaviour chart will work towards earning reward time.  |
| <b>Year 6 Lanyards</b>      | This has a card with the Golden Rules on it. The aim is that the children collect signatures from adults around the school when they show a Golden Rules. The aim is to get 5 signatures for each rule and complete a card each week. Those children that achieve 6 or 7 full cards have a treat of their choice with the Headteacher. |

All adults may use one or more of the following strategies in response to unacceptable behaviour:

### Low level behaviour strategies

- Ignoring
- Proximity praise
- Move to stand near the minor behaviour
- A visual cue - non verbal
- A 'look'

### Initial responses to prevent escalation

- Label the behaviour that is appropriate, linked to the golden rules e.g. 'Remember we speak kindly to each other', 'Remember we are gentle'
- **Always give take up time** – move away if needed – opportunity for child to reflect on what has happened and make a choice about the next step
- **Re-connect as soon as the child make the correct choice**
- Use delay, divert and dive into the work (particularly after break/lunch disagreements)



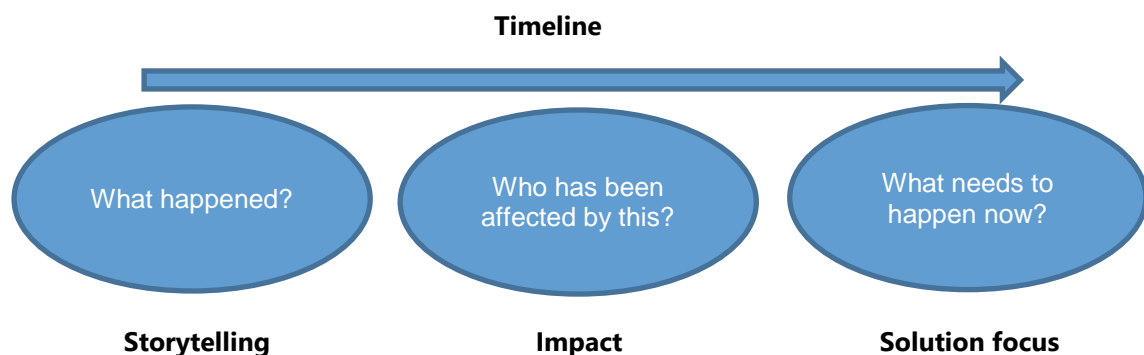


- Delay – now is not the time – learning time is too valuable – but there might be time at the end of the lesson/at the end of the day
- Divert – separate the children for the lesson so they have space to think about other things
- Dive into the work – don't allow the behaviour to be the talk of the lesson. Keep the work as the focus and submerge bickering by learning about something far more interesting

**Building Bridges – move beyond the past to consider the present and then build a better future**

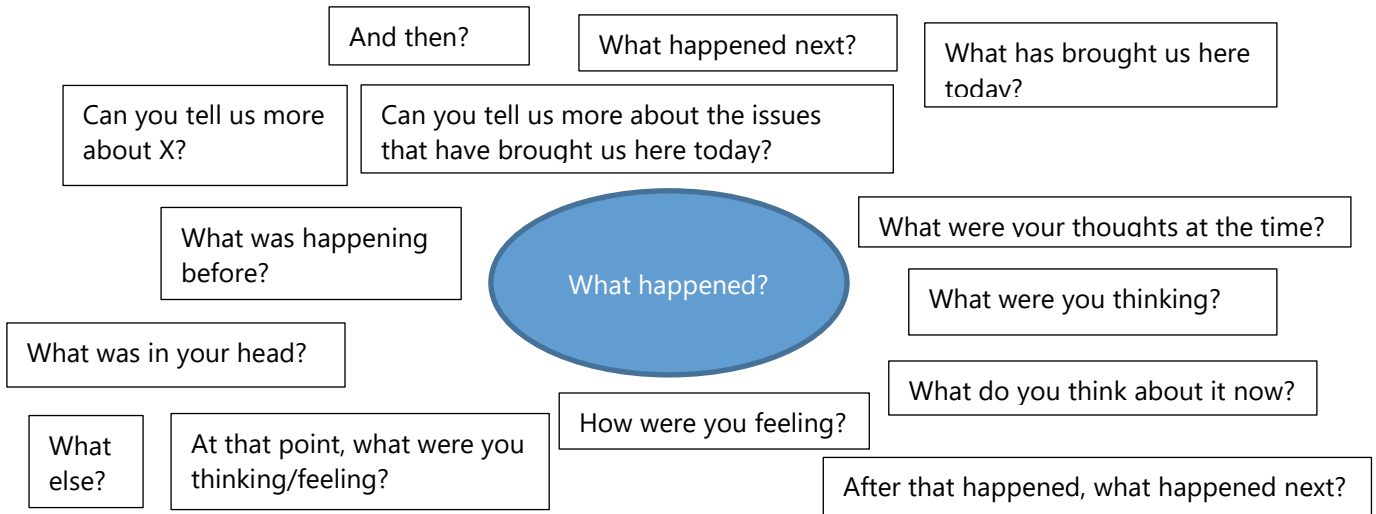
| DON'T SAY...                            | INSTEAD SAY...  |
|---|---|
| Why did you do it?                      | <i>Can you share with me what happened?</i>   |
| Can you tell me the truth?              | <i>What is your view of what happened?</i>  |
| Who is to blame for what happened?      | <i>Who has been affected by what happened?<br/>What was the impact on you and on others?</i>                      |
| You need to think about your behaviour. | <i>What would you like to see happen?<br/>What does that look like for you?</i>                                   |
| You need to do X.                       | <i>What ideas do you have that will make both our needs? (The key part of this question is 'both our needs').</i> |
| Who else is to blame?                   | <i>Have you tried to look at what happened from another perspective?</i>  |

**The Three Bubbles – Structuring Restorative Conversations**



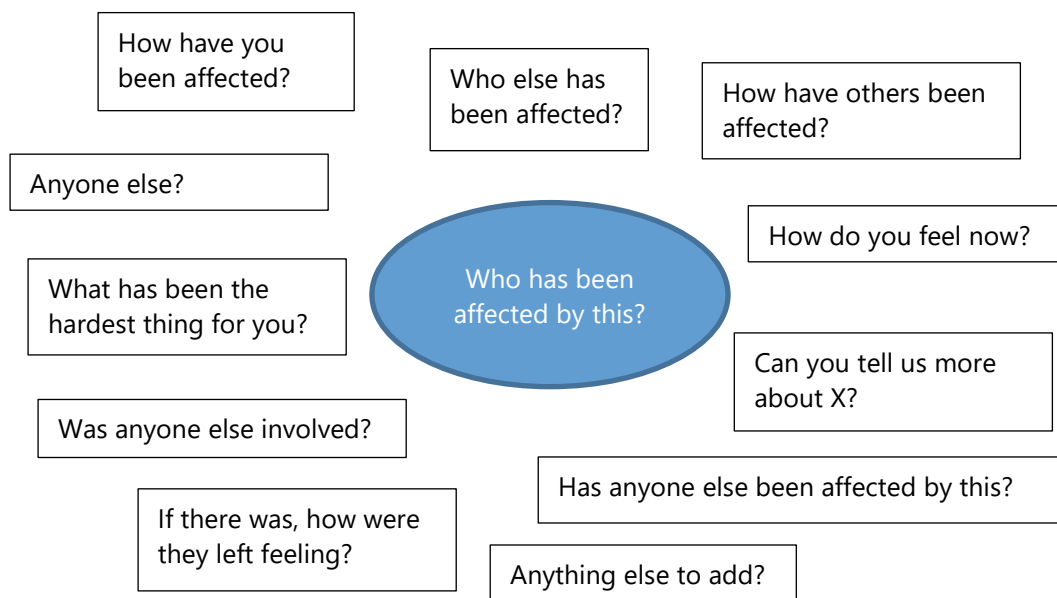
**Bubble 1**

Exploring what happened and ensuring that we look at this from everyone's perspective. Explore everyone's version of the truth to get to the facts.



### Bubble 2

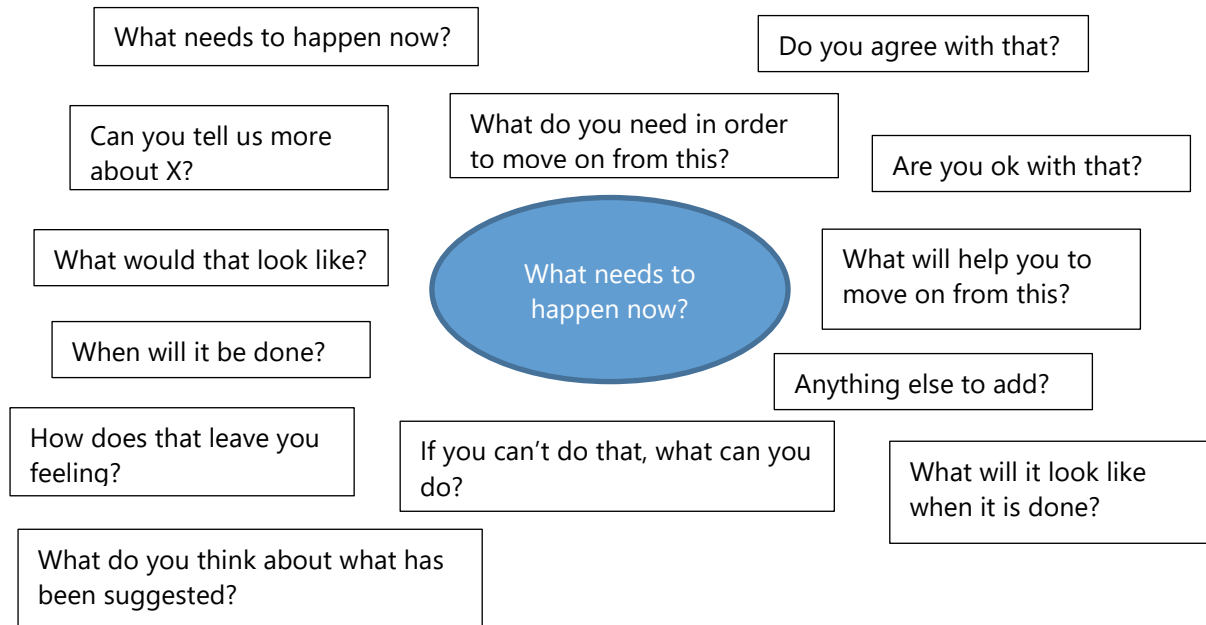
Exploring the impact of what's happened not on systems and policies but on people and relationships. Opportunity for children to discover the idea of unintended consequences, that the things we do may have an impact in ways we never anticipated or intended, that our actions cause ripples.



### Bubble 3



Exploring what needs to happen next in order to move forward, what needs should be taken into consideration and how do we prevent a reoccurrence of the issue in the future. Establish and agree on the steps that need to be taken in order to repair any harm caused.



## Staff actions to be taken for unacceptable behaviour

### EYFS

- Children will be put on the cloud if they have broken a Golden Rule. They will miss taking part in daily golden time that day.

### KS1

- Children will be put on the cloud if they have broken Golden Rule as a warning
- If they break the Golden Rule whilst they are on the cloud it is deemed to be a deliberate wrong choice and they will lose 5 minutes of their Golden Time and their name written on the dark cloud
- **If the behaviour continues the child will be sent to 'triage' with designated key worker (appendix 2)**
- If the behaviour continues the child will be sent to Assistant Headteachers/EYFS Leader (if these senior leaders are teaching in class, the child can be sent to one of these classes)
- If the behaviour continues the child will be sent to the headteacher
- If 30 minutes of Golden Time is lost, they complete a contract to earn back half of their Golden Time
- Parents informed/meetings arranged in cases of persistent mis-behaviour
- Behaviour logged on CPOMS to identify patterns in behaviours
- Internal exclusion
- Fixed term exclusion
- Liaison with external agencies



- Permanent exclusion

## KS2

- Clear specific reminder of expected behaviours
- In KS2 a yellow warning is given for breaking the Golden Rules. The child's initials will be recorded on the board under the yellow card column. Teachers monitor the child and as soon as he/she makes a good choice, the initials are removed
- If the child breaks the Golden Rule while they have a yellow warning it is deemed to be a deliberate wrong choice. The yellow warning will be turned to a red and the child will lose 5 minutes of Golden Time. This will be recorded under the red card column on the board in class. This is recorded on a class sheet to track loss of Golden Time
- **If the behaviour continues the child will be sent to 'triage' with designated key worker (appendix 2)**
- If the behaviour continues the child will be sent to Assistant Headteacher/EYFS Leader (if these senior leaders are teaching in class, the child can be sent to one of these classes)
- If the behaviour continues the child will be sent to the headteacher
- If a child loses all 30 minutes of Golden Time, they complete a contract with the class teacher to earn back half of their Golden Time
- Parents informed/meetings arranged in cases of persistent mis-behaviour
- Behaviour logged on CPOMS to identify patterns in behaviour
- Internal exclusion
- Fixed term exclusion
- Liaison with external agencies
- Permanent exclusion

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

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:



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

Please refer to our child protection and safeguarding policy for more information.

<https://www.riverview.surrey.sch.uk/attachments/download.asp?file=586&type=pdf>

### **Off-site Behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### **Behaviour Incidents Online**

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. The same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Riverview will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

### **Suspected Criminal Behaviour**



In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and Riverview will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, Riverview will ensure any further action they take does not interfere with any police action taken. However, Riverview retains the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

## **Malicious Allegations**

Disciplinary action will be taken against a pupil who is found to have made a malicious accusation against a member of school staff. An investigation will be carried out by the headteacher who will make a decision on the appropriate action to be taken. A Governors disciplinary committee will be convened to review the decision.

## **Behaviour Management**

### **Classroom Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

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

### **Physical Restraint**

**Riverview does not use physical restraint.** In some circumstances, 'Positive Touch' trained staff may use training to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents must be recorded and reported to parents



Positive Touch trained staff – Mrs M. Atkins/Mrs A. Bates

## Confiscation

- **Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils – list of prohibited items on link below.
- We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
- Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## Pupil Support

The school considers whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, Riverview refers to the Equality Act 2010 and school's guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

The school's Thrive practitioner supports staff to produce Thrive actions plans. Teachers are able to use these to target whole class needs within weekly Circle Time sessions. Thrive also provides valuable information about individuals to support plans for children who need additional development and support.

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

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

Where a child has complex needs (2 or more needs), a plan will be put in place.

|   |
|---|
| Visual timetable - Completed with the child                       |
| Clear routines and structures                                     |
| Preparing for change and transition                               |
| Consistency in staff approach                                     |
| Listen to the child's views/needs                                 |
| Regularly de-brief and adjust approach accordingly with key staff |
| Give approaches time to embed and for student to understand       |

Where a pattern of behaviours is apparent, the SLT and class teacher will discuss the way forward. This could involve the following;

- Observations of behaviours to identify possible triggers



- Review of resources that may support individual needs
- Behaviour Log / Frequency severity chart set up and time bonded
- Individual incentives, for example, reward systems or contracts
- Social skills group
- Designated key worker and time assigned for a pupil to talk to their key worker
- Development of calming strategies
- One to one discussion with pupils about their learning behaviours
- Regular reviews with parents and pupils
- Review of timetables to enable a pupil to learn elsewhere in the school, to develop age-appropriate behaviours
- Alternative arrangements within school for break and lunchtime, where necessary
- Support from ELSA or Family Support Worker (Thrive)
- Support from external agencies (such as Behaviour Support Service, CAMHS and the educational psychologist)
- Pastoral Support Plan

## **Removal from the classroom**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom at Riverview is considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents are to be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, staff must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

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

Removal should be distinguished from the use of self-regulation spaces for non-disciplinary reasons. At Riverview, a pupil may be taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response. This will take place in the group work space/HT office/FSW office/SLT office.

## **Preventing recurrence of misbehaviour (Initial Interventions)**

Riverview adopts a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils





understand behavioural expectations and by providing support for pupils who struggle to meet the expectations. Some pupils need more support than others and this is provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities. Riverview interventions include;

- Frequent and open engagement with parents, including home visits if deemed necessary
- Providing mentoring and coaching (Kick London)
- Elsa
- Pupil support units
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills (Primary Mental Health Worker)

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' should be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

## Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and Safeguarding Policy.

## Pupil 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.

## Staff Development and Support

Support and development with effective behaviour strategies for staff can be from;

- Colleagues/SLT including ELSA and more experienced staff
- Headteacher
- Associate SENCO
- Discussions with parents
- Thrive Practitioner (Hayley) directed by SLT
- Behaviour support through coaching
- Local Authority STIPS teacher
- Educational Psychologist



## **Monitoring Arrangements**

This Behaviour Policy will be reviewed by the headteacher and the full governing body annually. At each review, the policy will be approved by the headteacher.

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

## **Links with other policies**

This behaviour policy is linked to the following policies:

- Keeping Children Safe in Education 2020
- Safeguarding/ Child Protection Policy
- Surrey LAE Guidelines
- Anti-bullying Policy
- Prevent Duty
- E Safety/Online policy
- SEND Policy
- Health and Safety Policy
- Staff Handbook
- Home School Agreement
- Teaching and Learning Policy
- Positive Touch Policy



## Appendix 1

### **Behaviour Principles for Riverview Cof E Primary and Nursery School**

- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe.
- Everyone must be protected from disruption or abuse
- Riverview is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- It is expected that all adults – staff, volunteers and governors – will live out the school's values
- We seek to give every child a sense of personal responsibility for his/her own actions
- The school's Behaviour Policy will ensure that good behaviour is encouraged, self-discipline and respect fostered, and prevent all forms of bullying amongst pupils; it also provides the school's policy in relation to restrictive force
- Where there are significant concerns over a pupil's behaviour, the school will work with parents/ carers to strive for common strategies between home and school
- The school will seek advice and support from appropriate external agencies where concerns arise over a child's behaviour
- The school's Behaviour Policy will clearly reflect the school's approach to exclusions
- The school's Behaviour Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations

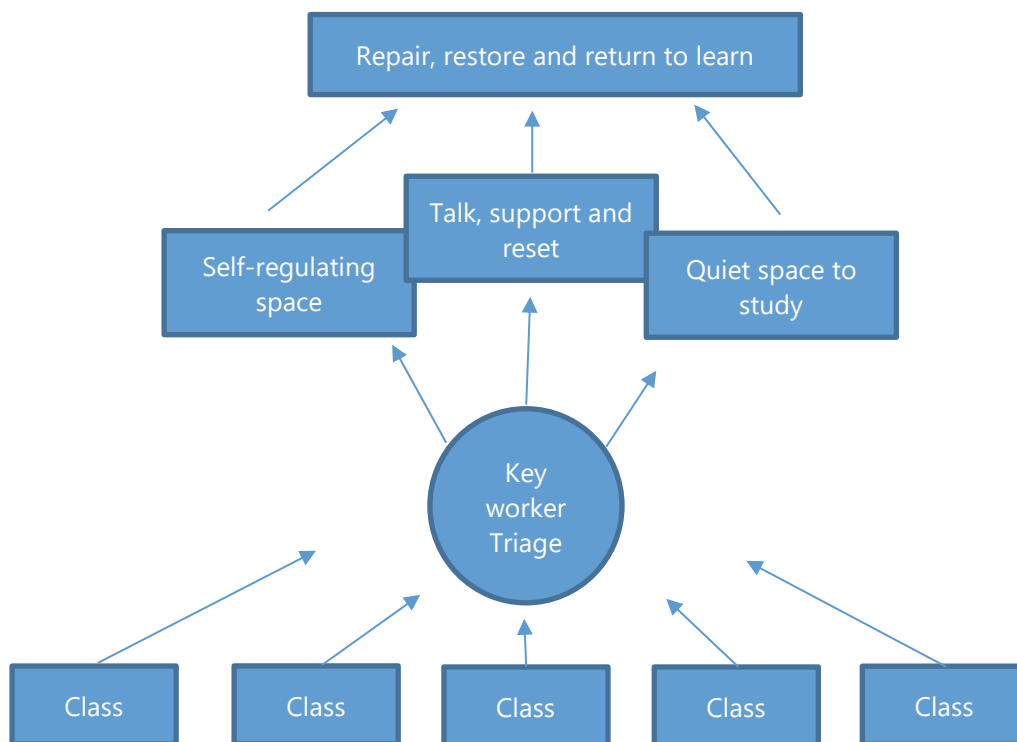


## Appendix 2

### Key Worker Triage

Triage is a **no blame** environment. This can take place in the corridor, does not have to be a separate room.

Triage must address the question: '**How can we return this child to their class, calm and ready to learn?**' but it cannot answer the questions that arise from the exit of the lesson, the class teacher may want to speak to the child at a different point when appropriate.



#### Key principles

- Triage is a no blame environment
- Children return to class as soon as possible
- Class teachers follow up when necessary
- Being removed from class is a consequence – the children are missing out on their learning

## Appendix 3 Behaviour log – CPOMS

[https://staffsafe.net/session/new?provider=meritec&auth\\_token=A%2B1DRwa5sVJw5eGCrYT WQVUKGIJPqUWUvrVqK5enkXNa7eCZYBEMPEk2JEsmEsmq1MrgQ%2FXHcl8dFKMbH77mjA%3D%3D](https://staffsafe.net/session/new?provider=meritec&auth_token=A%2B1DRwa5sVJw5eGCrYT WQVUKGIJPqUWUvrVqK5enkXNa7eCZYBEMPEk2JEsmEsmq1MrgQ%2FXHcl8dFKMbH77mjA%3D%3D)



## Appendix 4 Consequences table for behaviour choices

|               | Example Behaviour   | Possible Action taken by staff  | Possible Verbal Feedback  | Recording and Communication   |
|---------------|---|---|---|---|
| <b>Yellow</b> | <p>Talking out of turn in class or assembly</p> <p>Inappropriate or silly noises</p> <p>Talking when not supposed to</p> <p>Wasting time wandering around the classroom/school</p> <p>Inappropriate responses</p> <p>Homework not completed</p> <p>Deliberate mistreatment of property e.g., throwing a pen or book</p> <p>Inappropriate drawing on books</p> <p>Not working on task</p> <p>Using unkind language</p> <p>Deliberate disruption of others</p> <p>Running in class or corridors</p>   | <p>Verbal warning and reminder of rule.</p> <p><b>KS1</b> Warning, name on cloud, 5 mins loss of golden time</p> <p><b>KS2</b> Yellow card followed by red card and then 5 mins loss of golden time.</p> <p>.</p>   | <p>A low quiet tone is effective for most children, with a reminder of the behaviour expectations at Riverview.</p>   | <p>Complete weekly record of children missing golden time – to be filed in class</p>  |
| <b>Amber</b>  | <p>Unwillingness to cooperate/follow instructions</p> <p>Minor challenge of authority</p> <p>More than 3 consecutive missed deadlines for homework</p> <p>Deliberate disruption of lesson</p> <p>Rudeness to any adult working in school</p> <p>Play fighting</p> <p>Impulsive or 'hot headed' fighting or hurting another pupil deliberately</p> <p>Swearing or foul language spoken for effect</p> <p>Deliberate mistreatment of property resulting in damage</p> <p>Spitting</p> <p>Repeated instance of lying to adults</p> <p>Dropping litter</p> <p>Theft</p> <p>Deliberately lying to an adult</p> <p>Initial instance of bullying</p> | <p>Verbal warning and reminder of rule.</p> <p><b>EYFS/KS1</b> Immediate name on cloud. 5 mins loss of golden time</p> <p><b>KS1</b> Warning, name on cloud, 5 mins loss of golden time</p> <p><b>KS2</b> Yellow card followed by red card and then 5 mins loss of golden time.</p> <p><b>KW Triage</b> - Key worker to be called and triage time allocated to enable the child to reset and return to learning (see appendix 2)</p> <p>If all of golden time has been lost, contract to be completed and SLT informed.</p> <p>Loss of break or lunchtime play if repeated instance of amber or more yellows that week</p> <p>Litter picking duty</p> <p>Spoken/written apologies made</p> <p>No homework – speak to parents directly</p> | <p>You need to..(speak to me at the side of the room/outside the classroom)</p> <p>What do you think you could do to avoid this happening in the next lesson/tomorrow?</p> <p>I have heard what you said, now you must collect your things calmly and move.</p> <p>How can we work together to make tomorrow/next lesson more successful?</p> | <p>Staff who witnesses the behaviour choice to log on CPOMS – any further actions to be added by staff</p> <p>Class teacher/SLT contact parent – speak at home time/phone call Meeting arranged if repeated and logged on CPOMS</p> |



# Riverview CofE Primary and Nursery School

Ewell Family Centre with Riverview Daycare

Every child matters, every moment counts

Headteacher: Mrs M Atkins

|                   | Example Behaviour  | Possible Action taken by staff  | Possible Verbal Feedback   | Recording and Communication  |
|-------------------|--|---|--|--|
| <b>Red</b>        | <p>Severe disruption where the lesson cannot continue</p> <p>Repeated instances of bullying despite intervention (see anti bullying policy)</p> <p>Swearing or foul language intended to cause offence</p> <p>Spitting at others</p> <p>Racist comments or harassment</p> <p>Prejudice comments/incidents</p> <p>Deliberately seeking a fight</p> <p>Minor vandalism</p> <p>More serious challenge to authority</p> <p>Any physical fighting with intent to hurt</p> | <p>Child sent to assistant head teacher</p> <p>Behaviour log used (Child monitored for all sessions and taken home for parents to sign daily for 1 week. If behaviour improves log stops)</p> <p>Regular meetings with SLT logged on CPOMS</p> <p>Consider ELSA support for child</p> <p>Consideration of special needs route for child and possible referral to outside agencies</p> <p>Loss of representational activity/forthcoming event/privileges</p> | <p>Restorative conversation – see restorative bubbles detailed above</p> | <p>SLT/FSW to work with child.</p> <p>Meeting with parents arranged with class teacher and SLT.</p> <p>Monitoring for 6 weeks if appropriate – record weekly on CPOMS.</p> <p>Racist incident form completed if applicable.</p> <p>Bullying incident form completed if applicable.</p> <p>Prejudice incident form completed if applicable.</p> |
| <b>Beyond Red</b> | <p>Organised / pre-meditated or unprovoked violent behaviour</p> <p>Persistent aggressive disputes</p> <p>Verbal abuse of staff</p> <p>Leaving classroom/school/playground without permission or deliberate truancy</p> <p>Repeated theft of property</p> <p>Serious repeated vandalism/damage</p> <p>Continuation/redirection of bullying.</p>  | <p>Further loss of privileges/representational activity</p> <p>Fixed period of internal exclusion (child in school but no contact with other children),</p> <p>If no improvements consider fixed period of exclusion in accordance with LEA guidelines. 3 x in a term = fixed term exclusion (e.g. 1 day)</p> <p>Behaviour contract initiated and advice sought from outside agencies.</p> <p>Permanent Exclusion as a last resort</p>                      |  | <p>SLT involved immediately</p> <p>Parents informed, arrange meeting with parents.</p> <p>Head teacher involved when 2x automatic</p> <p>Parents informed in writing by letter, arrange meeting with parents.</p> <p>Parents fully involved in PSP.</p>  |