

RELATIONSHIPS AND BEHAVIOUR POLICY

Context

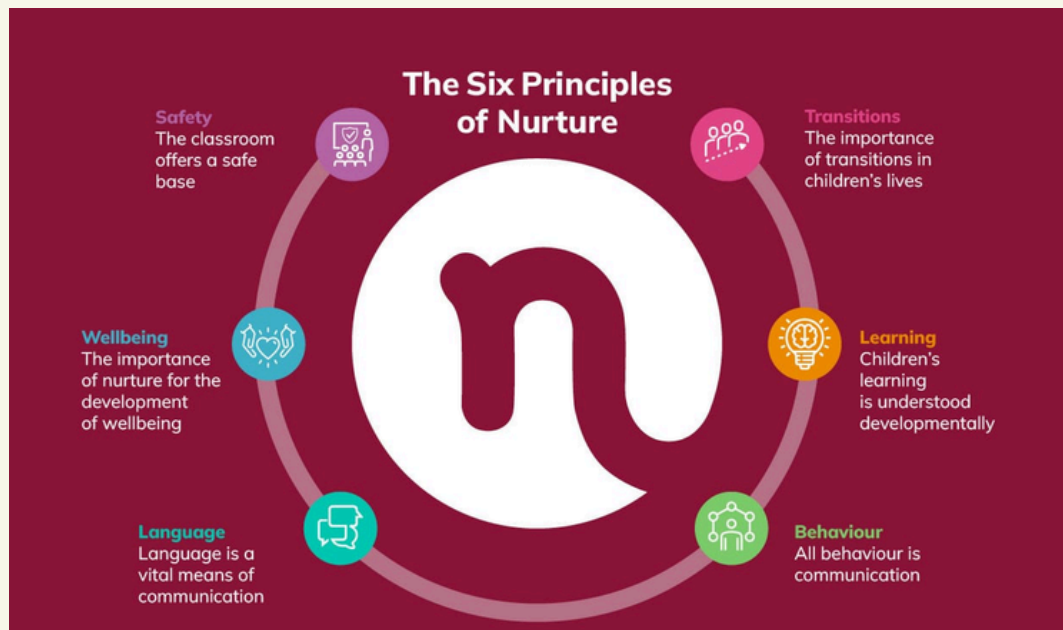
At Riverview Cof E Primary and Nursery School, a relational approach underpins all that we do and is central to our success as a Primary and Nursery school.

Relationships where children and staff feel valued and supported are integral to children being able to thrive and staff feeling respected and motivated to provide the very best in education for all. Trusting, honest and caring relationships must exist between all members of the school community – most importantly, relationships must be authentic. All staff understand that they have a part to play in developing positive relationships with our pupils. They know that building relationships is key to communication and this ethos underpins the Behaviour Policy at our school. We understand that behaviour is a form of communication and that poor behaviour is a sign of an unmet need. Our aim is to provide emotionally available adults who can offer non-judgemental support and have been trained in ways that help everyone to work together in a positive, nurturing and productive way to support the emotional needs of our pupils.

“When learners are struggling they need support, not red lines and stern faces. They don’t need the dark suits of doom, but rather a learning coach, detached from any process, to support, mentor and guide. (A problem solver, not a process monkey, remember?) A skilled, empathetic specialist who can work with the learner to meet their immediate needs and stem the flow of poor conduct.” — Paul Dix, *When the Adults Change, Everything Changes: Seismic shifts in school behaviour*.

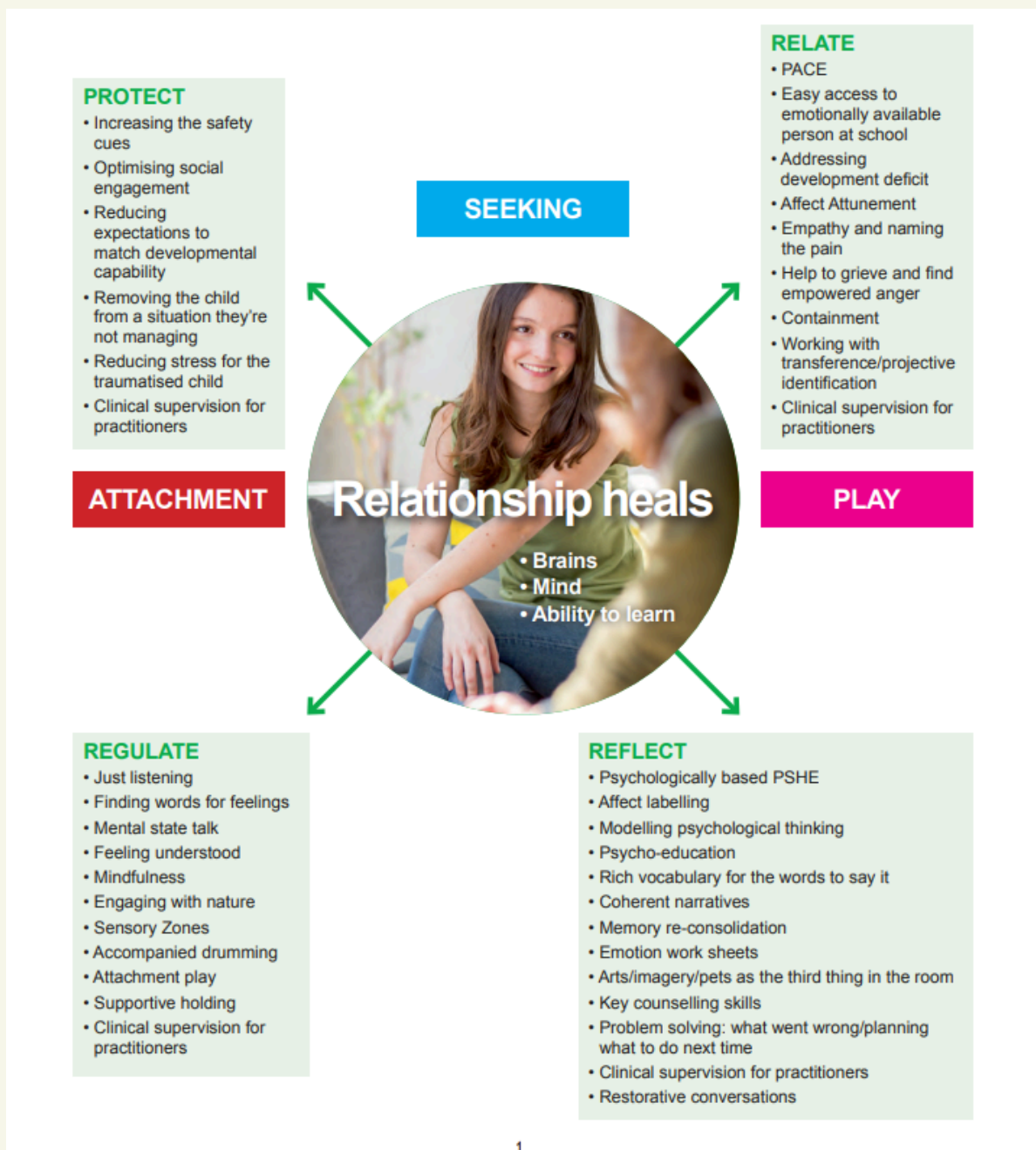
Trauma Informed Approach

OUR POLICY IS INFORMED BY A
NUMBER OF EVIDENCE BASED
RESEARCH STRATEGIES



Our Approach

Our approach to relationships is based on the teachings of Trauma Informed School UK (TISUK), which is underpinned by the educational practices; **Protect, Relate, Regulate and Reflect**. This approach is further strengthened by My Happy Mind, a wellbeing development tool used to improve emotional intelligence in difficult situations and thus allowing pupils to harness emotional energy to face life's challenges, build emotional resilience and embrace change.



Protect

- Increased 'safety cues' in all aspects of the school day, e.g. in primary schools, 'meet and greet' at the school entrance and at the classroom door.
- Staff trained in 'PACE' modes of interaction (Hughes, 2015): being warm, empathic, playful and curious (proven to shift children out of flight/flight/freeze positions).
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (fight/flight/freeze).
- A whole-school commitment to cease all use of harsh voices, shouting, put-downs, criticisms, and shaming (proven to be damaging psychologically and neurologically).
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- Pedagogic interventions that help staff to get to know children better on an individual basis e.g. "I wish my teacher knew" (what matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Vulnerable children have easy and daily access to at least one named, emotionally-available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative person is found.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access a calmer, smaller playground with an emotionally regulating adult).
- Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time.
- We nurture staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.
- Staff are actively encouraged to find strategies for themselves to maintain and strengthen their own wellbeing

Relate

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable children provided with repeated relational opportunities (with emotionally-available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.



Regulate

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress[1]induced physical and mental illness, now and in later life.
- Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally[1]regulating, playful, enriched adult-child interactions.
- The emotional well being and regulating of staff is treated as a priority to prevent burn-out, stress[1]related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.
- Discussions with staff through performance management about how they regulate themselves signpost to training and advice
- Designated staff-only spaces, which are specifically designed to support the release of natural anti-stress, pro-social neurochemicals (opioids and oxytocin). Timetabled times for staff to use these spaces. Using the outdoor spaces is also encouraged

Reflect

- Staff development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/giving lectures).
- Provision of skills and resources to support parents and staff in meaningful empathic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff ('working alliance'), children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/ play/ drama/music/sand-play/emotion worksheets/ emotion cards.
- PSHE (Personal, social, and health education) and psycho-education as preventative input, informed by current research (psychology and neuroscience) on mental health, relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds. This is through 'My Happy Minds' scheme
- Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.
- A Behaviour Policy based not on punishment, sanctions and isolation, but one that models enquiry, reflection, resolution and interactive repair (e.g. restorative conversations)

RULES

<p>Riverview Way</p>	<p>How we show this</p>		
<p>Ready</p>	<p>persevere in all we do and be the best we can be - listen and follow instructions -support each other - be ready to forgive one another</p>	<p>Bravery and Courage Teamwork</p>	<p>Children’s learning is understood developmentally All behaviour is communication</p>
<p>Respectful</p>	<p>be polite and considerate towards each other -respect school property -use good manners -show patience and understanding - value diversity -celebrate each other’s successes</p>	<p>Love and Kindness Teamwork Exploring learning/Wisdom</p>	<p>The importance of nurture for the development of wellbeing Language is a vital means of communication</p>
<p>Safe</p>	<p>relating to each other - by keep our hands and feet to ourselves -around school in the choices we make</p>	<p>Love and Kindness Friendship Honesty</p>	<p>The classroom offers a safe base The importance of transitions in children’s lives</p>

REWARDS USED TO BUILD RELATIONSHIPS AND MANAGE BEHAVIOUR EXPECTATIONS

The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. Our staff follow the PIP (Praise in Public) and RIP (Reprimand in Private) approach whenever possible.

Learning Behaviour Chart

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.

Learning Chart Certificates

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.

Celebration Assembly

Each week, this is an opportunity for the whole school to come together to celebrate great learning, linked to learning characters.

Hot Chocolate Friday

A child is chosen from each class who has gone above and beyond that week. They will join the headteacher for hot chocolate.

Golden Time

Golden Time is given to children who have followed the Riverview Way all week. This is on Fridays and is shared with another class. Children choose which activity they would like to do on a Monday.

Praise Publically

Staff congratulate children highlighting such things as good behaviour, attitudes, relationships, acts of kindness, play and work

The Riverview Way

Explicit reference is made to the school promises (ready, respectful, safe) highlighting instances when children are observing them really well

Row Points

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.

Lunchtime Tickets

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.

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REWARDS USED TO BUILD RELATIONSHIPS AND MANAGE BEHAVIOURS

Positive Fridays

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.

Stickers

Given to individual children to reward specific areas of achievement across the curriculum.

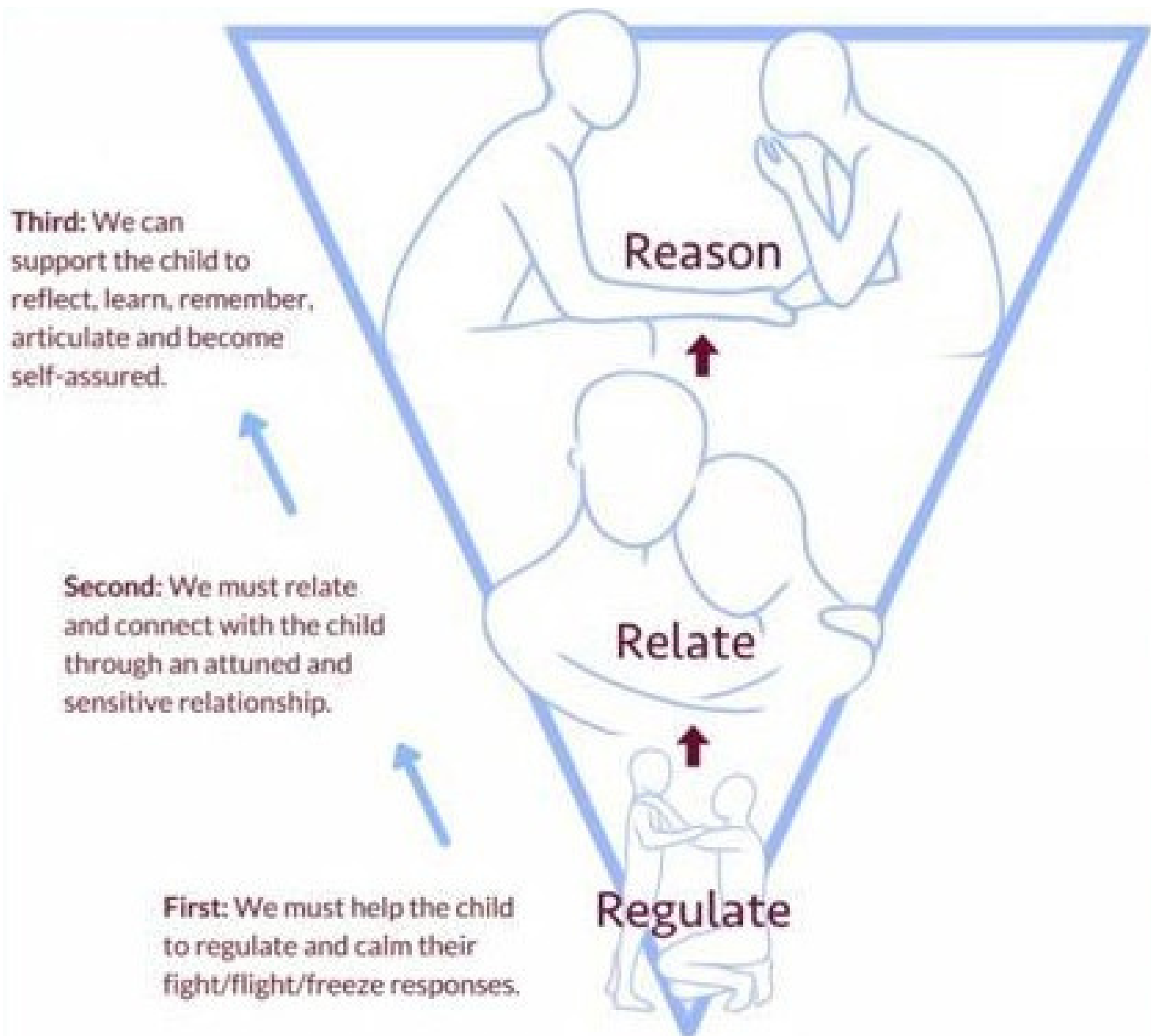
Personalised Rewards

Any children that may have a behaviour chart will work towards earning reward time.

CPOMS
BEHAVIOUR LOG

[https://staffsafe.net/session/new?](https://staffsafe.net/session/new?provider=meritec&auth_token=A%2B1DRwa5sVJw5eGCrYTWQVUKGJJPqUWUvrVqK5enkXNa7eCZYBEMPEk2JEsmEsmq1MrgQ%2FXHcl8dFKMbH77mjA%3D%3D)

[provider=meritec&auth_token=A%2B1DRwa5sVJw5eGCrYTWQVUKGJJPqUWUvrVqK5enkXNa7eCZYBEMPEk2JEsmEsmq1MrgQ%2FXHcl8dFKMbH77mjA%3D%3D](https://staffsafe.net/session/new?provider=meritec&auth_token=A%2B1DRwa5sVJw5eGCrYTWQVUKGJJPqUWUvrVqK5enkXNa7eCZYBEMPEk2JEsmEsmq1MrgQ%2FXHcl8dFKMbH77mjA%3D%3D)



RESPONDING TO UNWANTED/ UNREGULATED BEHAVIOURS

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 USE OF PACE

Using PACE, quietly, label the behaviour that is appropriate, linked to the Riverview way. eg. 'Remember we support each other, we persevere with what we are learning''

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 makes 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.

De-Escalation

**There is no magic tool that you pull out of your bag at point of crisis!
Your skills lie in being able to stay the calm rational adult who works
with that child outside of crisis.**

- Change of staff
- Change of task
- Change of environment
- Differentiated work/expectations
- Appropriate humour (not sarcasm)
- Walking away (is not backing down)
- Take up time (allow time to process instructions)
- Hurdle help (start the exercise/task with them)
- Visual clues/prompts (gestures or timetables)
- Body Language
- Tone of voice
- Volume of voice (do not have to shout)
- Proximity control (giving space/distance to avoid conflict) Choices
(either / or) Limits (time or number of options) Rewards and
Consequences
- Time Out (choice/directed)
- Seating plan
- Removal of audience
- Removal of stimulus (e.g. noise/lights)
- Rule reminder
- Defusing (laugh/joke/agreement)
- Distraction
- Redirection
- Factual conversation
- Reduced language
- Non-judgemental (both facial expression and language)
- De-personalise (I...when....because) e.g. I do not like it when you swear
at me because I do not swear at you.
- Sensory Input (massage / deep pressure)
- Common ground (know their motivators)
- Classroom planning (think about your groups, equipment, activities)

This is just an example of some of the strategies you can use!

Responding to unwanted/unregulated behaviour

The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. Our staff follow the PIP (Praise in Public) and RIP (Reprimand in Private) approach whenever possible.

Stage	Characteristics Interventions	Consequences
Low level disruption / unwanted behaviour	Calling out / attention seeking Interrupting others Ignoring instructions Incomplete learning tasks Being off task / playing	Highlight positive behaviours Reinforce expectations through praise Reminder of our three simple rules: Ready, Respectful, Safe Pre-empt situations Quiet conversations / reminders using Stop, Understand, Consider delivered privately wherever possible Provide tactile resources to help focus / movement breaks / adjusting seating plan Restorative practice of 'Make It Right' Whole class learning opportunity as part of PSHE sessions

<p>Medium level disruption / unwanted behaviour</p>	<p>Taking possessions belonging to others Persistent unwanted / unregulated behaviour Deliberately creating a disturbance Increasing incidents of ignoring instructions Offensive language General lack of effort in learning</p>	<p>Apply positive strategies as above Time out in calm area not corridors (5mins maximum 10 minutes for Year 6) Loss of break times/ golden time in discussion with the child Implement of individualised Personal Plan Discussion with parents Record of incidents Expectations with timescales / timers ELSA intervention</p>
<p>High level disruption / incident</p>	<p>Serious challenge to authority Intentional physical harm of others Repeated and sustained ignoring instructions Leaving classrooms without permission Malicious allegations against others Deliberate damage to property Prolonged lack of effort in learning</p>	<p>Apply positive strategies as above Individual behaviour plan in place Individualised Personal Plan overseen by SENDCo Record of incidents Regular review meetings with parents Advice applied from outside agencies</p>
<p>Persistent disruptive behaviour / serious incidents</p>	<p>Bullying – physical and emotional Repeated serious challenge to authority Serious intentional physical harm of others Leaving school boundary without permission Bringing banned substances / items to school</p>	<p>Involvement with outside agencies Fixed term suspension Permanent exclusion</p>

Responding to unwanted/unregulated behaviour

Responses to unwanted or unregulated behaviour are usually the natural consequence of the child's behaviours. Before a consequence comes into place, a scripted and stepped process is followed by each staff member that is based around a calm, consistent and solution-focussed approach. If behaviour does not improve through this process, then a restorative conversation takes place. Each restorative conversation centres on teaching the child the skills needed to improve their behaviour and discuss the impact of the behaviour on themselves and others. The Head and Assistant Headteacher will regard each case based upon the needs of the child (diagnoses, personal circumstances, etc.) and can alter the standard procedure accordingly.

Individual Inclusion Plans for Behaviour

There are some children that have specific needs that can affect the way they behave. We pride ourselves on the support we provide to these children. Separate inclusion plans and risk assessments to enable these children to make the most of their learning time are implemented and reviewed regularly.

These plans have every child's needs as a priority and there are procedures in place to minimise disruption to the learning of everyone. Therefore, any child on a behaviour inclusion plan who is unable to cope in class will be supported to continue their learning out of class with a key adult until their emotions are regulated.

We support all children with Zones of Regulation teaching and learning to help them recognise and understand their emotions. Children who have difficulties with this may have a Zones Plan to give them strategies to help them to regulate and return to the green zone.

Promoting reporting of unwanted / unregulated behaviour

Through PSHE and RSE lessons, staff will promote a culture of openness and feeling safe to talk so that children feel able to take about their experiences, however 'low-level'. Check-in areas in classrooms encourage children to express how they are feeling, and these will be responded to by the class teacher, teaching support staff / or by referring to the ELSA.

Responses will be decided on a case-by-case basis with the child and will be:

- Proportionate
- Considered
- Supportive

Continued 'low-level' unwanted / unregulated behaviour or behaviour of a higher level, should always be communicated to parents and school will work closely with parents to work towards a solution together.

If incidents of unexpected behaviour occur which cause physical injury, involve verbal abuse (racist, discriminatory, or bullying) or acts of vandalism, these will be responded to by the headteacher / senior management and parents will be contacted. An incident report will be completed on CPOMS and actions recorded. Senior management will monitor behaviour incidents and ensure action is taken to support an improvement in future behaviour. Staff understand the importance of challenging all inappropriate language and behaviour between pupils. Inappropriate behaviour will be addressed quickly and effectively, as this can help prevent abusive / violent behaviour further down the line.

STRUCTURING RESTORATIVE CONVERSATIONS

THE THREE BUBBLES TIMELINE



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.



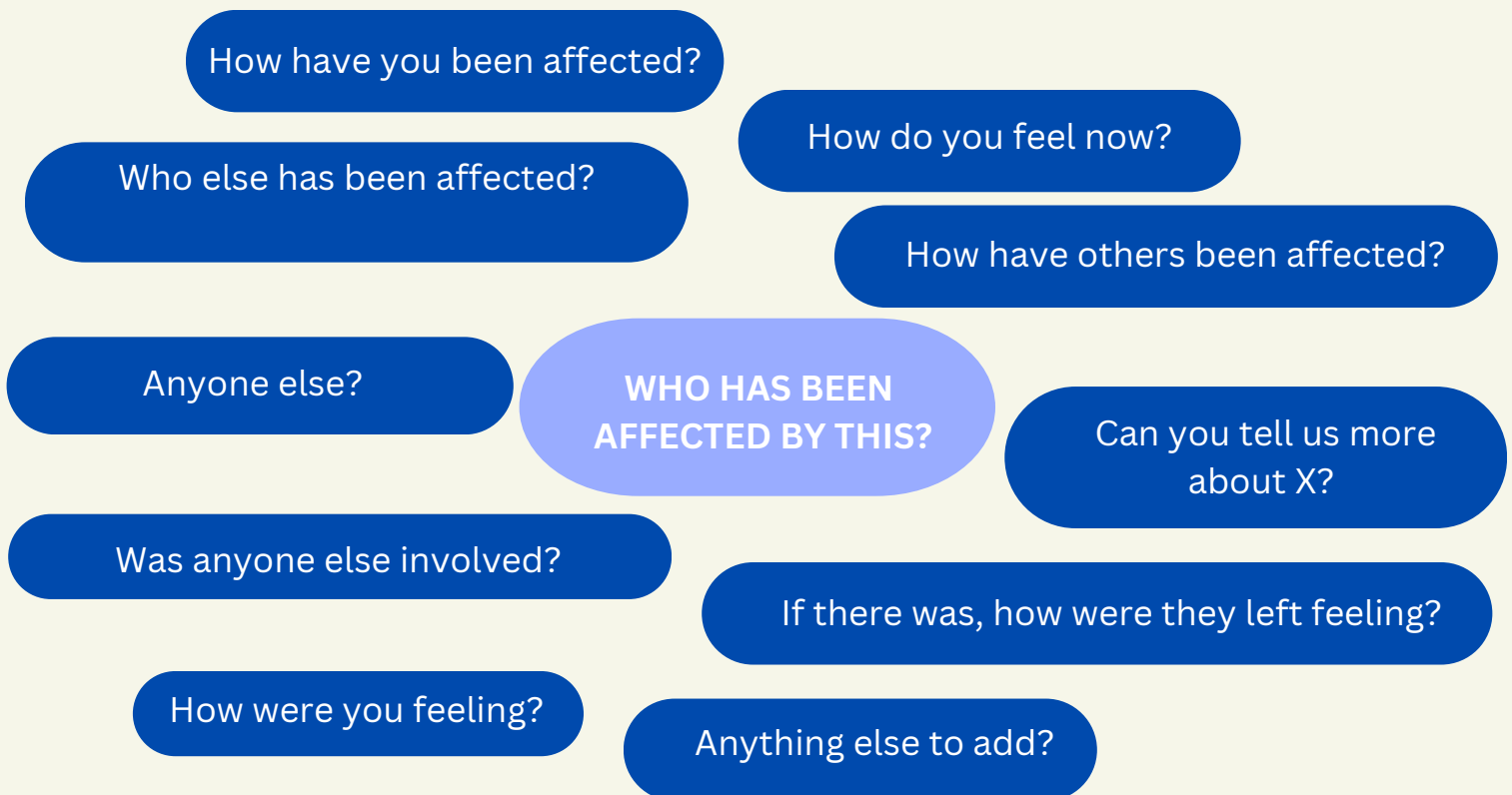
STRUCTURING RESTORATIVE CONVERSATIONS

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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.



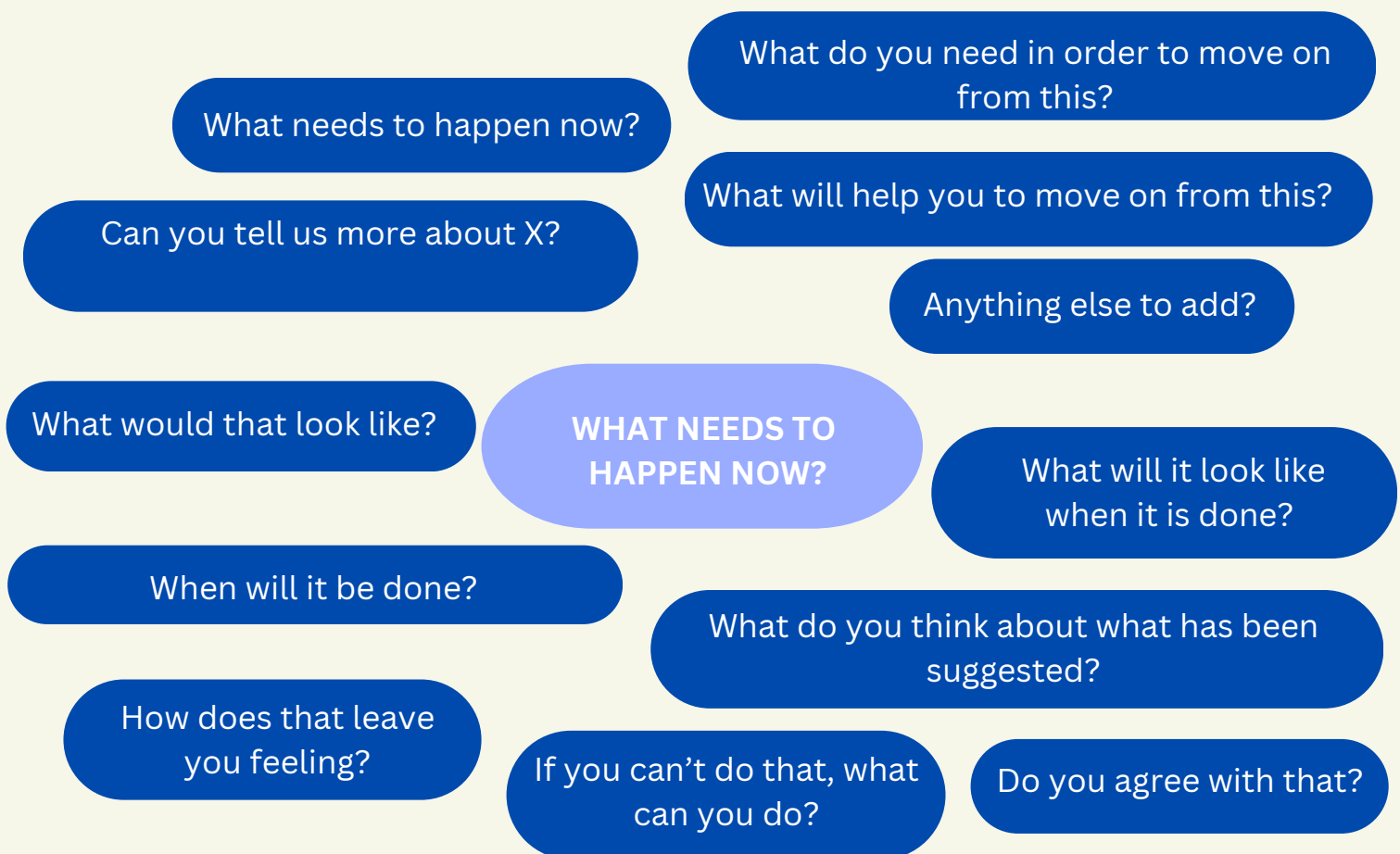
STRUCTURING RESTORATIVE CONVERSATIONS

THE THREE BUBBLES TIMELINE



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



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

A Boxall Profile will be completed to help identify strengths and needs. Targets can be set and teachers are able to use these to target whole class needs within weekly Circle Time sessions. Our Nurture Hub 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.

On the school's SEND OneDrive are fact sheets for staff about common diagnoses and conditions. These will also provide guidance on how to support individual children.

DEFINITIONS OF INAPPROPRIATE BEHAVIOURS

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	Online behaviours	Being in the wrong place at the wrong time
Persistent disruption the others learning	Use of school property without permission	physical assaults
Bullying	Malicious accusations against staff	Throwing food or shouting in dining hall
Biting, kicking or any form of physical abuse	Any of the behaviours on a school trip	Lack of effort in work
Spitting	Sexualised language with intent	Eating around the school/ classes
Inappropriate use of toilets	Sexual harassment	Sliding down bannisters
Grafitti	Disrespect of people and property (prejudice)	Verbal abuse (shouting and threatening others)
Vandalism	Disobedience	Any of the behaviours to and from school
Theft	Arguing/ shouting with adults	Not following adult instructions.

Positive touch strategies - only to be used by trained staff

Low Level Intervention
Block and Move

- ❖ Position
- ❖ Posture
- ❖ Proximity
- ❖ Block & Move



The first photograph shows a staff member standing with their arms extended to block a child's path. The second photograph shows the staff member moving the child away from the blocked path.

Low Level Intervention
Hold and Stabilise

Position
Posture
Proximity
Hold and Stabilise

Reflect on Crisis Development Model: *Is it poor communication or intent to be unkind?*




The first photograph shows a staff member holding a child's hand. The second photograph shows the staff member holding the child's arm. The third photograph shows the staff member holding the child's shoulder.

Low Level Intervention
Standing - Transitions

- Position
- Posture
- Proximity
- Outside of the body


1. - Walking
2. - Turning
3. - Turning around
4. - Slips/trips/falls
5. - Kicking
6. - Refusal
7. - Small child



The photograph shows a staff member standing next to a child, with their hand on the child's shoulder, demonstrating a transition strategy.

Low Level Intervention
Seated (school cuddle)

Position
Posture
Proximity
Outside of the body



The photograph shows a staff member and a child sitting together on a stool, demonstrating a seated intervention strategy.

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 – all 2025 staff

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.

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.

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: Racial, faith based, gendered (sexist), Homophobic/biphobic, transphobic, disability based	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
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

ANTI-BULLYING POLICY FOR CHILDREN

[HTTPS://WWW.RIVERVIEW.SURREY.SCH.UK/ATTACHMENTS/DOWNLOAD.ASP?FILE=264&TYPE=PDF](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](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](https://www.riverview.surrey.sch.uk/attachments/download.asp?file=262&type=pdf)

SUSPENSIONS AND PERMANENT EXCLUSIONS

For the vast majority of pupils, suspensions and permanent exclusions will not be necessary, as positive strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments. The Headteacher has the responsibility for giving suspensions to individual children for serious acts of inappropriate behaviours that threaten the safety of themselves and others.

For repeated or very serious behaviours, the Headteacher may permanently exclude a child. Both these actions are only taken after the Chair of Governors has been notified and after consulting: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

If the Headteacher suspends or excludes a child, parents are informed immediately, giving reasons for the exclusion. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the Headteacher must, also without delay after their decision, notify the social worker and / or Virtual School Head, as applicable. Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools – GOV.UK (www.gov.uk), schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy / maternity; or gender reassignment. These duties need to be complied with when deciding whether to exclude a pupil. The governing board must also comply with their statutory duties in relation to pupils with Special Educational Need (SEN) when administering the exclusion process, including using their ‘best endeavours’ to ensure the appropriate special educational provision is made for pupils with SEN and having regard to the Special Educational Need and Disability (SEND) Code of Practice.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. If a parent appeals against a permanent exclusion, the appeals panel meet to consider the circumstances in which the child was excluded and consider any representation by parents. Whilst the governing body has no power to direct reinstatement, they must consider any representations parents make and may place a copy of their findings on the child’s school record.

ROLES AND RESPONSIBILITIES

All staff have a responsibility to provide a safe environment in which children can learn.
(KCSIE 2025)

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.

STAFF

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.

EXECUTIVE HEADTEACHER

The Executive 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 Executive 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.

PARENTS.CARERS AND FAMILIES

Support their child in adhering to the Riverview way
Support the vision, 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.

SLT

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.
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.

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.

[Riverview Safeguarding Policy](#)

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 opposite 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.

PUPIL SUPPORT

Where a pattern of behaviours is apparent, SLT and the 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
 - Regular reviews with parents and pupils
 - 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
 - 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, Mindworks 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.

A reflective activity should be completed before the child returns to the class. These can be found on the Teachers OneDrive - reflective activities

https://riverviewcofeprimary.sharepoint.com/:f/s/teachers/EkhuLZ5H4eNBjxY8a11CFFUBiODRE_jNOFiSgdM41hwrZA?e=1diP1I

PUPIL SUPPORT

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
 - 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
 - Associate SENCo
 - Headteacher
- Discussions with parents
- Family Support Worker directed by SLT
- Behaviour support through coaching
- Local Authority STIPS teacher
- Educational Psychologist

LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Keeping Children Safe in Education 2025
- 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
- Staff Handbook
- Staff Wellbeing Policy

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.

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

Schools Suspensions and permanent Exclusions

APPENDIX 1

BEHAVIOUR PRINCIPLES FOR RIVERVIEW C OF 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