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BEHAVIOUR POLICY 2018 SUMMARY

Aims synopsis	At Riverview we have an ethos built upon the belief that everyone is valued and understood. As a church school we enable everyone within our school community to learn how to live out our school values so that they have the skills and attributes to be positive citizens in the 21st Century.
We believe synopsis	We believe that adults should set examples to the children of caring and co-operative behaviour for the common good. Where adults treat each other with respect and are civil, compassionate, caring and friendly the children thrive
The Leadership Team will:	Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
Staff will:	Live out our values Ensure the pupils in their class understand and follow the Golden Rules
Pupils will :	Follow the Golden Rules; <ul style="list-style-type: none"> • Be gentle • Listen • Work hard • Be honest • Be kind and helpful • Look after property
Parents, Carers and Families will:	Support the mission statement and values of the school .
The Governing Body will:	Support the school in the implementation of the policy Give advice, when necessary, to the headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
Implementing our Behaviour Policy	We expect children to live out the school values and follow the Golden Rules, which will lead to good behaviour as the norm. Where problems occur, discussion of alternative choices is the basis of our response.
Rewards	Rewards are used to reinforce good learning behaviours. These include: Good learning certificates Golden Tickets House points



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Unacceptable Behaviour	Staff and school council have agreed behaviours considered to be unacceptable. These include: chewing gum, arguing, swearing and any form of physical aggression. This includes travelling to and from school as well as on trips.
Categories of unacceptable behaviour	When behaviour breaks down it can be categorised as follows: Low level disruption Minor anti-social behaviour of a regular or persistent pattern which may require a behaviour modification programme; bullying which must always be investigated and dealt with. (Please see separate statement). Concerns regarding radicalisation will always be investigated (Safeguarding/Child Protection policy) Unacceptable online and social media behaviours (E-safety/Online Policy, Anti – bullying policy)
Sanctions	In cases of unacceptable behaviour a number of sanctions have been agreed. These range from ignoring low level behaviours to involving the Senior Leadership team to fixed term exclusions.
Confiscations	Teachers’ Powers” on pages 3 and 4 of DfE guidance on Behaviour (January 2016) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, <u>so long as it is reasonable in the circumstances.</u>
Staff support and development	Support can come from colleagues, keys stage leaders, senior leadership team and behaviour support.
Pupil Support/ External Agencies	If behaviours persist, there are a range of supports strategies that the school can deploy, from adaptations to timetables, key worker time and the use of a calming room. Outside agencies (such as Behaviour Support Service, CAMHS and the educational psychologist) can be consulted for advice. Pastoral Support Plans may be devised in liaison with outside agencies.

Essentially we want children to acquire lasting self-discipline and personal responsibility so 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



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Behaviour Policy 2018

AIMS AND EXPECTATIONS:

At Riverview we have an ethos built upon the belief that everyone is valued and understood. As a church school we enable everyone within our school community to learn how to live out our school values so that they have the skills and attributes to be positive citizens in the 21st Century. The behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND). This policy also acknowledges the duties set out in Keeping Children Safe in Education 2018 and the Child Protection and Safeguarding Policy 2018.

ROLES AND RESPONSIBILITIES IN PROMOTING AND TEACHING POSITIVE BEHAVIOUR

All staff have a responsibility to provide a safe environment in which children can learn. (KCSIE 2018)

The Leadership Team will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary
- Liaise with external agencies when necessary
- Report to Governors, when requested, on the effectiveness of the policy.
- Keep records of all reported serious incidents of misbehaviour
- Be on playground duty during break and lunchtimes

All Staff will:

- Live out our values
- Ensure the pupils in their class understand and follow the Golden Rules
- Speak respectfully and quietly at all times. Riverview is a no shouting school.
- Identify regularly the specific behaviours that are 'good'
- Offer a curriculum that enables pupils to engage
- Ensure that pupils listen and are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society.



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- Inform parents about their child's welfare or behaviour and work alongside parents
- Use behaviour logs and incident forms when necessary

Pupils will:

- Be gentle
- Listen
- Work hard
- Be honest
- Be kind and helpful
- Look after property

Parents, Carers and Families will:

- Support the mission statement and values of the school
 - Let the school know about any problems which may affect their work or behaviour
- Support the school when reasonable sanctions have been used
- Make contact with the class teacher if there are any concerns about their child

The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

Implementing our Behaviour Policy

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.

We believe that adults should set examples to the children of caring and co-operative behaviour for the common good. Where adults treat each other with respect and are civil, compassionate, caring and friendly the children thrive.



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The following rewards are used to reinforce good behaviours:

- **Golden Time**

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. (See appendix 1)

- Learning behaviour charts are displayed in every classroom. Children are encouraged to show "good learning behaviours" and move up the chart. These are linked to our learning characters. Certificates are awarded when a child has reached the top of the behaviour chart on a weekly basis.
- Bronze, Silver, Gold and Platinum certificates are awarded when a child has received 6, 12, 18 and 24 learning certificates.
- Golden Tickets are given to children who are seen following the Golden Rules around the school during social times.
- 'Jar of Good Choices' is in each class. A marble is placed in the jar when a child is seen completing the class target of the week. The aim is that the jar is filled by the end of the day and that the class receive a 5 minute game as a treat.
- Half termly Golden Ticket treat – all the Golden tickets are collected and eight tickets pulled out . The winning children each choose a friend for a reward treat e.g going to the park with Mrs Atkins.
- Celebration of good learning and learning behaviours in the Friday awards assembly
- Lunchtime tickets in the dining hall
- Stickers
- Verbal communication with parents
- Letter/ postcards home to parents
- Personalised rewards for children on behaviour logs
- In Summer 2, each Year 6 child has a lanyard. 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

Verbal Feedback for addressing unacceptable behaviours

Children need specific feedback so that they are able to understand and make considered decisions. Below are some sentence stems that can be used and are effective at providing specific feedback.

A low, quiet tone is effective for most children.



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You need to (speak to me at the side of the room)	I don't like your behaviour but I believe that you can be successful.
I need to see you (following an agreed routine)	What do you think the poor choices were that caught my attention?
I expect (to see your table tidy in the next 2 minutes)	What do you think you could do to avoid this happening in the next lesson/ tomorrow?
What are you doing? What should you be doing?	I have heard what you said, now you must (collect your things calmly and move)
Is that a sensible place to sit....?	Sophie, I can see that you are not working. Do you need help?
Do you remember yesterday when you helped me to tidy up? That is the Jill I need to see today, that is the Jill that you can be all of the time.	How can we work together to make (the next lesson/ tomorrow) better?

When talking to children about conflict, the following questions could be used to find out what has happened.

<ol style="list-style-type: none"> 1. What has happened? What is going on? 2. What were you thinking? What were you feeling inside? 3. Who else has been affected by what has happened? How have they been affected? 4. What do you need to do to feel better about this? What do you think needs to happen to put things right?
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Unacceptable Behaviour

The following behaviours have been agreed by staff and Children's School Council as being unacceptable:

swearing	Disrespect of people and property
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



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Graffiti	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	

When behaviour breaks down it can be categorised as follows:

- minor behaviours of an irregular pattern which can usually be dealt with by a word from the teacher or immediate loss of privilege or 'time out'.
- anti-social behaviour of a regular or persistent pattern which may require a behaviour modification programme;
- bullying which must always be investigated and dealt with. (Please see separate statement).
- Concerns regarding radicalisation will always be investigated (Safeguarding/Child Protection policy)
- Unacceptable online and social media behaviours (E-safety/Online Policy, Anti – bullying policy)

For some low level behaviours we have a number of strategies, such as:

- Ignoring
- Proximity praise
- Moving to stand near the minor behaviour
- A visual cue
- A 'look'

In cases of unacceptable behaviour one or more of the following actions will be taken:

- Clear specific reminder of expected behaviour.
- In KS2 yellow warning cards are given for breaking the Golden Rules. Teachers monitor the child and as soon as he/she makes a good choice, the card is removed.
- If the child breaks another Golden Rule while they have a yellow card it is deemed to be a deliberate wrong choice. The yellow card will be



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turned over to red and the child will lose 5 minutes of Golden Time. This is recorded on a class sheet.

- If the behaviour continues the child will be sent to another class with their work to complete. (Please see appendix 2 for classes).
- If the behaviour continues the child will be sent to KS leader or a member of SLT.
- 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.
- In KS1 children will be put on the cloud if they have broken Golden Rule as a warning.
- If they break another 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.
- If they lose all 30 minutes of Golden Time, they complete a contract to earn back half of their Golden Time.
- If the behaviour continues the child will be sent to KS leader or a member of SLT.
- Miss some playtime or lunchtime.
- Sent to another class
- Sent to the Deputy Headteacher (Mrs Karen Fox)/ Key stage leaders (Mrs Angela Bates, Mrs Vanessa Botley)
- Parents informed/meetings arranged in cases of persistent misbehaviour
- Behaviour logs set up to identify patterns in behaviours
- Internal exclusion
- Fixed term exclusion
- Liaison with external agencies
- Permanent exclusion

Please see appendix 2 for more details about what to do with different types of behaviour.

As part of KSCIE 2018, we will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary. (KSCIE 2018)

Exclusions



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The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. However, the SLT can advise that as a result of their investigations an exclusion should be enforced. The headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

Malicious accusations against school staff

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.

Confiscation of inappropriate items

The **general power to discipline** (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4 of DfE guidance on Behaviour January 2016) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Depending on the confiscated items, it should either be returned to the parent at the end of the school day, with an explanation for why it was confiscated. Or, the item is to be given to a member of the Senior Leadership Team with an explanation. The leadership team will decide what should happen to the confiscated item.

Power to use reasonable force

- 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 in the classroom.
- Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- Force **cannot** be used to search for these items.



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Pupil Support

Where a pattern of behaviours is apparent, the leadership team and classteacher will discuss the way forward. This could involve

- Observations of behaviours to identify possible triggers
- Review of resources that may support individual needs
- Behaviour Log 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 and guidance for when to access the 'calming zone'
- One to one discussions with pupils about their learning behaviours and one page profile created
- 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
- Support from external agencies (such as Behaviour Support Service, CAMHS and the educational psychologist)
- Pastoral Support Plan

Staff Development and Support

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

- Colleagues and key stage leaders
- SENCo
- Headteacher
- Behaviour support through coaching
- Educational Psychologist
- Discussions with parents



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Review: The policy will be reviewed annually.

Links:

Keeping Children Safe in Education 2018

Surrey LAE Guidelines

Anti-bullying Policy

Safeguarding/ Child Protection 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



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Introduction – ANTI BULLYING POLICY FOR RIVERVIEW COFE PRIMARY AND NURSERY SCHOOL

At Riverview we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Policy Development

This policy was formulated in consultation with the whole school community with input from Members of staff, governors, parents/carers, children and young people, and other partners. Pupils contribute to the development of the policy through the school council and circle time discussions. The school council have developed a Student friendly version which is distributed annually. Parents/Carers will be encouraged to contribute by: taking part in written consultations, parent meetings, parent focus groups producing a shorter parent's guide.

Roles and Responsibilities

The Head Teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Coordinator in our school is: Mrs Karen Fox

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour



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The nominated Governor with the responsibility for Anti-bullying (Behaviour) is:

Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- online bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health



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- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

The systems of reporting for

- Children and young people in school – Bubble time with a member of staff, circle time, thoughts box in class, reporting to a lunchtime supervisor, Bubble time with the school Family Support Worker or ELSA, online reporting using 'Toot Toot' for key stage 2 children
- Parents/carers – talking to the classteacher at the end of the day, making an appointment with the Family Support Worker, Deputy headteacher or Headteacher
- All staff and visitors – reporting to any member of staff or Governing Body
- Bystanders – contacting the school via email to info@riverview.surrey.sch.uk or telephoning 0208 337 1245

Procedures

All reported incidents will be taken seriously and investigated involving all parties.

Outline the steps the school will take for example

- Interviewing all parties
- Investigation carried out by a member of the senior leadership team



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- Informing parents
- A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
- Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Support for the victim and the bully.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the Headteacher. An investigation will be carried out which may involve speaking to other children to gain a thorough understanding of the situation. The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be presented to the governors in an anonymous format as part of the annual report.

The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils Riverview CofE Primary and Nursery School have developed the following strategies to promote positive behaviour and discourage bullying behaviour. The strategies are

- Restorative Approaches
- PHSE/ citizenship teaching
- Bubble time
- Circle Time at least once a week in each class
- Assemblies on school values
- Involvement in Healthy Schools
- PSHE/citizenship
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice
- Parent groups/extended schools
- Peer mentoring schemes
- Playground Buddying
- Parent information events/information
- Staff training and development for all staff



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- Counselling and/or Mediation schemes from the school's Family Support Worker or a designated key worker from the staff

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Bullying Online	www.bullying.co.uk
www.childline.org.uk	
www.cyberbullying.org	
www.thinkuknow.co.uk	provides information on staying safe online.

Links with other policies

Behaviour Policy

Safeguarding Policy

Acceptable Use Policy - Cyberbullying and internet safety

Equalities Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEND and Disability

PSHE and Citizenship Policy

Complaints policy

Confidentiality Policy

References Documents and Related Policy/Guidance



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Appendix 1

Golden Time

- Golden Time is with another class. There will be 4 activities in each class and one outside activity. The outside activity is led by a TA depending on numbers.
- When planning Golden Time activities, one activity should be outside with a TA depending on the number of children that wish to do that activity. If you have over 15 children who wish to do the outside activity then one of the class teachers should go outside and a TA stays in one of the classes.
- The outside activity should be planned for your class and the class you share Golden Time only. Children should not be able to join the activity outside if it is with a class that they do not share Golden Time with.
- Children need to sign up for the activity that they want to do **on a Monday**.
- **The activities should be chosen by the children and be on a laminated wipe clean sheet with photographs. These activities should be varied half termly.**
- Keep track of children who do not lose any Golden Time by the end of the term as they will receive a certificate.
- Children lose Golden Time if they break a Golden Rule after having received a yellow card, or have their name on the cloud.
- If children lose all of their Golden Time, they have a contract to earn half of their Golden Time back.



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Appendix 2 Behaviour and Consequences

	Example Behaviour	Possible Action taken by Adult	Possible Verbal Feedback	Recording and Communication
Yellow	Talking out of turn in class/in assembly/ inappropriate or silly noises, disturbing others/talking when not supposed to; wasting time wandering around the school; inappropriate responses; missing homework/equipment; deliberate mistreatment of property e.g. throwing a pen or book; inappropriate drawing on books; not working on task; using unkind language; deliberate disruption of others ; running in corridors	Verbal warning and reminder of rule. Yellow card followed by red card and then 5 mins loss of golden time if in class(Ks2). Warning, name on cloud, 5 mins loss of golden time. (Ks1)	A low quiet tone is effective for most children. "What do you think the poor choices were that caught my attention?" "I know you will help (Tom clear the pen off his face) "I expect to see your table tidy in the next 2 minutes"	None unless missing golden time and then recording of names of children who have missed golden time.
Amber	Cumulative: Repeated Incidence of 5 x yellow behaviours Or automatic amber: Unwillingness to cooperate/follow instructions; minor challenge of authority; more than 3 consecutive missed deadlines for homework; deliberate disruption of lesson; rudeness to any adult working in school; play fighting; impulsive or 'hot headed' fighting or hurting another pupil deliberately; swearing or foul language spoken for effect; deliberate mistreatment of property resulting in damage; spitting e.g. on floor; repeated instance of lying to adults; dropping litter, theft (teachers discretion); deliberately lying to an adult (KS2); initial instance of bullying.	If yellow and red card have been used – child sent to a class with work for a set period of time. IF all of golden time has been lost, contract to be completed and KS leader informed. Withdrawal of break or lunchtime play if repeated instance of amber or more yellows that week; written/spoken apologies made; for missing homework – speak to parents directly. For Reception and Year 1: Immediate name on cloud	You need to..(speak to me at the side of the room) What do you think you could do to avoid this happening in the next lesson/tomorrow? I have heard what you said, now you must collect your things calmly and move. How can we work together to make tomorrow/next lesson more successful?	Key stage leader informed Incident form completed and given to Key stage leader. (Repeated offences reported to SLT) Contact Parent (phone call first) / meeting arranged if repeated and parent consultation form completed. Copy to SLT.



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	Example Behaviour	Possible Action taken by an Adult	Possible Verbal Feedback	Recording and Communication
Red	<p>Cumulative Red: Repeated Instances of 5 x amber behaviours Automatic Red: Severe disruption where the lesson cannot continue; repeated instances of bullying despite intervention(see anti bullying policy); swearing or foul language intended to cause offence; spitting at others; racist comments or harassment; deliberately seeking a fight; minor vandalism; more serious challenge to authority; any physical fighting with intent to hurt.</p>	<p>Child sent to Deputy Head Behaviour log used (Child monitored for all sessions and taken home for parents to sign daily for 1 week. If behaviour improves report stops) Regular meetings with SLT with monitoring form. Consider ELSA support for child. Consideration of special needs route for child and possible referral to outside agencies. Loss of representational activity/forthcoming event/privileges</p>	<ol style="list-style-type: none"> 1. What has happened? What is going on? 2. What were you thinking? What were you feeling inside? 3. Who else has been affected by what has happened? How have they been affected? 4. What do you need to do to feel better about this? What do you think needs to happen to put things right? 	<p>Key stage leader/ Deputy Head to work with child. SLT informed. Meeting with parents arranged with class teacher and Key stage leader/ Deputy Head. Monitoring form started for 6 weeks. Racist incident form completed if applicable. Bullying incident form completed if applicable.</p>
Beyond Red	<p>Cumulative Repeated instances of Red behaviour. (3 x Code 3s in a term)</p> <p>Automatic Organised / pre-meditated or unprovoked violent behaviour; persistent aggressive disputes; verbal abuse of staff; leaving classroom / school / playground without permission or deliberate truancy; repeated theft of property; serious repeated vandalism/damage; continuation / redirection of bullying.</p>		<p>Further loss of privileges / representational activity, fixed period of internal exclusion (child in school but no contact with other children), 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) Further loss of privileges / representational activity, fixed period of internal exclusion (child in school but no contact with other children), Behaviour contract initiated and advice sought from outside agencies. 2 x Automatic in a term = fixed term exclusion.</p>	<p>Deputy Head involved immediately, parents informed in writing by letter, arrange meeting with parents.</p> <p>Deputy head involved immediately for an automatic Head teacher involved when 2x automatic, parents informed in writing by letter, arrange meeting with parents. Parents would be fully involved in PSP</p>



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Classes that children are sent to:

Diamonds - Pearls
Rubies – Diamonds
Silvers – Opals
Sapphires – Gold
Emeralds – Rubies
Opals - Sapphires
Gold - Silvers