



Behaviour Management Policy

River Bank Primary School

2025

Introduction

The vision and culture of River Bank Primary School is one where all children are taught the values of belonging, the importance of team work, collaboration, respect, motivation and determination, so that they strive to improve, have pride in all they do and achieve high academic standards.

Politeness, good manners, courtesy and kindness are a priority in our school, with all members of the school community playing a key role. We firmly believe that all children should have an equal opportunity to access the school curriculum, and strategies are in place to ensure that they are not prevented from doing so by their own, or others', behaviour.

We firmly believe that all children have attributes that are worthy of celebration and believe that all individuals behave better when they feel good about themselves.

This policy should be read in conjunction with and with reference to: The Anti-Bullying Policy and Internal Exclusion, Suspension and Permanent Exclusion Policy, Special Educational Needs and Disability (SEND) Policy, River Bank Primary Special Educational Needs Information Report and Positive Handling Policy.

Aims

Our approach to behaviour management is underpinned by the principles of Rights Respecting Schools and guided by Therapeutic Thinking Ltd. This policy outlines the purpose, nature and management of behaviour in our school. This policy, and its applications, aims to:

- Create a positive culture that promotes valued behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflects the values of the school
- Explicitly teach valued behaviours, so that pupils make progress
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Support pupils' social, emotional and moral development

River Bank Primary School will not tolerate bullying of any description. Every incident, no matter how small, is dealt with as a priority. Our school strives to create a nurturing, safe environment where children feel it is safe to learn and parents know and believe that something will be done about any incidents of bullying that occur.

Behaviour terminology

In order to promote a consistent whole-school approach while maintaining age-appropriate language, the following terminology will be adopted:

- Within EYFS, the terms 'helpful behaviours' and 'unhelpful behaviours' will be used to support pupils' understanding.
- Across Key Stage 1 and 2, the term 'valued behaviours' and 'detrimental behaviours' will be used to reinforce the school's expectations

Recognising and celebrating valued behaviour

Valued behaviour provides a positive experience and creates helpful feelings, in line with the school's values. Adults must take every opportunity available to recognise and celebrate valued behaviour. This should happen as soon as possible once the valued behaviour has been observed. At River Bank Primary School, we recognise that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces valued behaviour. Much reinforcement is informal, through non-verbal recognition such as smiling, nodding, thumbs up, specific verbal praise (e.g. telling the pupil what they have done and why it is valued).

At River Bank School, we promote positive behaviour through a whole-school reward system using Dojo points. Pupils earn points for showing values such as determination, excellence, and respect in their attitudes and work. Parents can opt into the system and receive automatic notifications when points are awarded. Achievement certificates are also given during assemblies to pupils who show academic effort or strong social skills.

We support personal development through weekly PSHCE and circle time lessons, where topics like relationships, safety, and social skills are explored. Each unit includes a school-wide focus on celebrating achievements, with pupils nominated by staff and recognised in weekly assemblies.

School Culture

Kindness is central to our school ethos. Kindness coins are shared as a way of carrying out acts of kindness and passing on good deeds. Staff model valued behaviour, which helps shape pupils' attitudes. Children are expected to use polite language and address adults formally.

The School Council gives pupils a voice in decisions, including behaviour matters and event planning. Assemblies throughout the year reinforce school values, British Values, and Olympic ideals, with value champions recognised each half term.

The staff and governors work together to create a safe, stimulating school environment, which promotes a wide range of play opportunities. This contributes to reducing the number of behaviour incidents at playtimes and lunch times.

Play leaders are trained to support the children in the use of playground games and equipment at lunchtime.

We have a 'buddy bench' in the playground and children are encouraged to support other children who are feeling lonely and in need of friendship.

Detrimental behaviour

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Adults' responses should

be consistent, logical and happen as soon as possible after the detrimental behaviour. The responses will always consider the needs of the pupil(s) displaying detrimental behaviour and be adapted accordingly.

a) Responding to detrimental behaviour

- i. Some detrimental behaviours are not unusual at school and staff are expected, encouraged, and supported to respond to these themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for equipment or the environment, not following instructions. Adults' responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order:
 - Restating the expected valued behaviour – calmly making clear what the pupil should be doing.
 - Non-verbal intervention – moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.
 - Proximal praise – recognising and celebrating those pupils who are doing what has been asked; restating the specific valued behaviour is helpful.
 - Check-in – asking 'are you ok?' 'what do you need?' or 'how can I help?' during or immediately after a detrimental behaviour.
 - Refocus – gain the pupil's attention, use their name, then restate the specific valued behaviour that is expected at that moment.
 - Describe the behaviour – use the pupil's name then tell them simply and calmly what they are doing that is detrimental.
 - Positive phrasing – gain the pupil's attention, give a clear, unambiguous instruction, delivered with clarity. End with 'thank you'. *E.g. Dawud, put the pen down on the table. Thank you.*
 - Limited choice – provides two options of equal value to give the pupil an element of control over what happens next, within the boundaries set by the adult. *E.g. Dawud, shall we talk here or in the corridor?*
 - Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental behaviour less successful and effective in the moment for the pupil. *E.g. Dawud, you can listen from there.* The adult should then focus on catching the pupil getting it right.
 - Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable change behaviour by increasing the level of support / scaffolding / teaching. This may require the pupil to

move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

- ii. Some detrimental behaviours may be less common and/or have increased severity. Examples may include (but are not limited to): increased frequency of detrimental behaviour, dismissive/offensive language, significant or repeated disruption to others' learning, invading others' personal space, aggression, withdrawal or internal truancy. Responses to these behaviours are likely to include those outlined above. In addition, adults may need to:
- Apply consequences - any pupil displaying detrimental behaviour may be subject to protective consequences designed to mitigate harm. Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour. Educational consequences are best applied by those working directly with pupils. They may include one or more of the following:
 - reteaching valued behaviour during the lesson, undertaken where possible away from other pupils
 - scaffolding the valued behaviour, for example through a social story, visual reminders, or modelling
 - increasing adult input / supervision for a defined period of time
 - use of limited choice; (e.g. 'we are all sitting quietly now; will you sit quietly on your chair or mine?')
 - temporary move to the year leader or another class in an appropriate year group
 - increasing / adapting praise and celebration of valued behaviour when it is displayed

b) Responding to dangerous behaviour

Dangerous behaviour is defined any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers,
- limiting access to named areas of the school,
- accessing different activities / equipment to peers,
- increased levels of adult support and supervision,
- temporarily reduced timetables,
- positive handling,
- suspension or exclusion (more detail can be found in the Internal Exclusions, Suspensions and permanent Exclusions Policy).

Staff will take into account the individual needs of pupils, including those with SEND, mental or emotional needs and should adapt approaches accordingly.

Pupil Referral

If a teacher feels that they need support in dealing with a pupil they should refer the child to the year leader. Only in exceptional cases should a child be sent directly to an assistant headteacher, deputy headteacher / headteacher. Parents will be informed when a child is regularly referred to the assistant headteacher/ deputy headteacher/ headteacher.

If dealing with an unusual or persistent situation, staff may consult with the behaviour lead, Lois Anderson, for additional advice and, if necessary, an outside agency will be involved.

It is important that there is consistency in the operation of any behaviour management policy. As a school we firmly believe that:

1. Early intervention can prevent the establishment of detrimental behaviours.
2. It is better to encourage and develop positive responses through praise and reward than to try to eradicate unacceptable responses through the use of consequences.

Record Keeping

It is important that all-incidents of ongoing detrimental behaviour are recorded using the school's CPOMS programme. Low-level behaviour such as calling out, off-task, talking during instruction should be managed in class and only logged if it becomes persistent. Repeated, escalating or dangerous behaviour must always be recorded to build a clear picture and track patterns. This will ensure that accurate records are available for discussions with parents or to support decisions regarding suspensions or permanent exclusions.

Records of pupils' detrimental behaviour will be retained and kept on an electronic file. This will include a record of all follow up activities, interventions and suggested solutions.

Home/School Liaison

When a child's behaviour is a cause for concern, it is important that the school involves the parents. Where necessary, parents will be contacted by phone or informed by letter and copies added to the child's school record.

Where there is an ongoing concern, a home/school diary will be used to inform parents. This will be sent home on a daily/weekly basis.

A parent/teacher/SLT/Headteacher meeting will also be arranged to discuss the child's behaviour problem if there are ongoing incidents.

On Report

Following meetings with parents to discuss concerns over an individual pupil's behaviour, after a pattern has emerged on CPOMS, it may be agreed necessary to put a child "On Report". This will involve the completion of a simple monitoring sheet for each lesson, on a weekly basis. The Headteacher and parents will sign the report sheet at the end of each day. The year lead will also be involved in this procedure, which will normally operate for a period of 4-6 weeks, after which a review will take place.

Suspension and Permanent Exclusion

The Headteacher may, after examining the circumstances of a serious allegation, decide that suspension or permanent exclusion is appropriate, and will then follow the statutory procedures.

Behaviour Outside School

This policy remains relevant beyond school, for example on the way to and from school, on trips and visits, as well as in the community when they can be identified as a member of the school.

Searching and confiscation

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed below) or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks and
- pornographic images.

The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in paragraph 3. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they: are in possession of a prohibited item; do not understand the instruction; are unaware of what a search may involve; or have had a previous distressing experience of being searched. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Wherever possible it should be conducted away from other pupils.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any search by a member of staff for a prohibited item and all searches conducted by police officers will be recorded on CPOMS, including whether or not an item is found.

Parents will always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any protective and educational consequences applied.

Monitoring and Review

This policy will be annually reviewed by the Full Governing Body.

Signed:



Adopted: October 2025

Review Date: October 2026

