



Behaviour Policy

River Bank Primary School

2026

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, Child on Child Abuse Policy, Internal Exclusion, Suspension and Permanent Exclusion Policy, Special Educational Needs and Disability (SEND) Policy, River Bank Primary Special Educational Needs Information Report, Positive Handling Policy, Keeping Children Safe in Education 2026, DfE Searching, Screening and Confiscation guidance and Mobile Phones in Schools.

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
- Ensure that behaviour expectations are explicitly taught and revisited through the school's developing behaviour curriculum
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Support pupils' social, emotional and moral development
- Develop pupil's self-regulation, emotional literacy and ability to make valued behaviour choices.

Behaviour curriculum

At River Bank Primary School, valued behaviour is explicitly taught, modelled, practised and reinforced. Staff recognise that pupils must be taught the routines, habits and social behaviours required to be successful learners and responsible members of society.

Expected behaviours are taught through classroom routines, assemblies, PSHE, RSHE, transitions, lunchtimes, educational visits and restorative conversations. Staff consistently model expected behaviours and re-teach expectations where required.

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. Recognition should be meaningful, specific and focused on effort, improvement, kindness, resilience, responsibility and contribution to the school community. 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. Staff recognise that detrimental behaviour may be driven by unmet needs, anxiety, communication difficulties, trauma, sensory needs, emotional dysregulation or other barriers to learning. Where a pupil is experiencing emotional dysregulation, adults will prioritise safety, co-regulation and emotional support before engaging in reflection, restorative conversations or educational consequences. Staff will seek to reduce stress, restore calm and support pupils in returning to a regulated state before exploring the causes and impact of the behaviour.

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.

Protective and educational consequences

A protective consequence is used to manage immediate risk or reduce harm. An educational consequence is used to create the learning, rehearsal or support needed to reduce the likelihood of the behaviour happening again. Consequences must be proportionate, reasonable and connected to the behaviour and its impact. They must not be humiliating, degrading or intended simply to make a pupil feel bad. 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
- restorative conversations and opportunities to repair relationships

- individual regulation plans or support strategies
- social stories, visual supports or personalised interventions

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).

* Temporary reduced timetables used only in exceptional circumstances, following discussion with parents/carers, a clear reintegration plan and regular review.

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

Bullying, discrimination and child-on-child abuse

River Bank Primary School does not tolerate bullying, discriminatory behaviour, harassment, sexual harassment, sexual violence, harmful sexual behaviour or other forms of child-on-child abuse. Incidents will be responded to in accordance with the Anti-Bullying, Safeguarding Policy and Child on Child Abuse Policy. Safeguarding concerns will be referred to the DSL/deputy without delay.

Equality, inclusion and SEND

The school is committed to meeting its duties under the Equality Act 2010 and will make reasonable adjustments for pupils with disabilities where appropriate. When considering behaviour incidents, staff will evaluate whether the behaviour may be linked to a special

educational need, disability, medical condition, communication difficulty, social, emotional and mental health need or safeguarding concern. Responses will remain consistent whilst allowing appropriate adjustments to ensure fairness and inclusion.

Reintegration

Following significant behaviour incidents, suspension or extended periods away from learning, pupils will be supported to successfully reintegrate into the school community. This may include restorative meetings, relationship repair work, emotional support, updated risk assessments, behaviour plans and phased reintegration arrangements where appropriate. The focus will always be upon restoring belonging, maintaining dignity and supporting future success.

Pupil referral

Where behaviour is persistent, escalating or indicates an unmet need, staff should move beyond repeated consequences and consider a structured assessment of patterns, triggers, context, successful strategies and pupil voice. Where appropriate, support may involve the behaviour lead, SENCo, pastoral staff, safeguarding team, parents/carers or external professionals.

Record keeping

Accurate and timely record keeping is essential to support pupil wellbeing, safeguard all members of the school community, and inform effective practice. Where a behavioural incident requires recording, staff should record on CPOMS and ensure that records are factual, objective and completed as soon as possible after the event. Records should clearly capture: what happened before, during and after the incident; the names of those directly involved (with the child's name recorded on their profile and the initials and class of any other pupils involved); the pupil's perspective; the adult responses and actions taken; and the outcomes, including any restorative conversations, support provided, consequences applied or follow-up actions required.

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.

Behaviour data will be reviewed regularly to identify emerging patterns, vulnerable groups and areas requiring additional support or intervention.

Home/School Liaison

The school values partnership working with parents and carers. Where behavioural concerns arise, school staff will work collaboratively with families to identify strengths, barriers and supportive strategies. Where necessary, parents will be contacted by phone or email and copies added to the child's CPOMS 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 if there are ongoing incidents.

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.

Homework

Homework is encouraged for all pupils; however, there will be no consequences for not completing homework in Y1, Y2, Y3 and Y4. In Y5 and Y6, pupils are expected to complete their weekly maths, grammar, spellings and reading homework in order to help them prepare for high school. Where this is not completed, pupils will be given the opportunity to complete the work during school time, normally at break or lunchtime.

Behaviour outside school

This policy applies where behaviour outside school has a clear connection to the school, its pupils or staff, including on the way to and from school, on trips and visits, in the community and in online spaces where the school has lawful grounds to respond. Online behaviour that causes harm, intimidation, harassment, bullying or safeguarding concerns will be considered in accordance with the Behaviour, Anti-Bullying, Online Safety and Safeguarding Policies.

Mobile phones and smart technology

In line with current Department for Education (DfE) guidance, River Bank Primary School operates as a mobile phone-free environment to promote a calm, safe and focused learning environment for all pupils and staff.

Pupils must not have mobile phones or smart technology with similar functionality with them in school. Any exceptions to this expectation will only be permitted where authorised by the Headteacher or a designated member of staff. Failure to comply with these expectations will result in the device being confiscated and managed in accordance with the school's behaviour policy. Parents/carers may be contacted where repeated breaches occur.

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 and possessions. 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:

A handwritten signature in black ink, appearing to read 'R. Mahmood'.

Adopted:

October 2026

Review Date:

October 2027