



Behaviour Policy

October 2026

Date of Approval	Oct 2026
Date of Next Review	Oct 2027

Purpose

Our aim is to ensure that Istead Rise Primary School creates a safe environment in which all pupils can learn and reach their full potential. Our Behaviour Policy has been agreed by the Local Governing Body, staff and pupils in order to support the ethos and values of our school. It is underpinned by the school's Core Values and describes the structures and strategies within the school which enables us to manage the children's conduct and encourage good behaviour for learning. We take a whole school approach in promoting positive behaviour and have high expectations of pupils' behaviour and conduct. This involves all members of staff and filters through from senior leaders, teachers and support staff. Everyone within our school community is responsible for the behaviour in our school. We will provide children with strategies to be able to manage their own behaviour.

This policy will be reviewed on the date stated on the front page or as necessary in accordance with changing needs of the school community or in line with changes to Government legislation. All staff receive regular training and support in relation to behaviour and new staff receive specific training and support as part of their induction process.

Rights and responsibilities

Children	
Rights: <ul style="list-style-type: none">➤ To feel safe.➤ To be able to learn to the best of their ability in an appropriate environment.➤ To be treated fairly with consideration and respect.➤ To be listened to by adults in the school.➤ To know what is expected of them.➤ To gain self-esteem, confidence and resilience.➤ To experience progress and achievement.	Responsibilities: <ul style="list-style-type: none">➤ Show respect and consideration at all times, to all children and adults in the school.➤ Show excellent behaviour for learning at all times. This means fully engaging with all lessons and trying their hardest to achieve successful outcomes.➤ Develop emotional maturity and resilience.➤ Accept that we sometimes make mistakes but that we need to learn from them and move forward.➤ Follow the school rules throughout the day, inside and outside of the school building.➤ Try their best to be kind and helpful to everyone. All reported incidents of child on child abuse are taken seriously and are dealt with quickly and effectively inline with the school's anti-bullying policy.➤ Look after the school and everything in it.➤ Strive to demonstrate the school's core values.

Staff and Governors	
Rights: <ol style="list-style-type: none"> 1. To feel safe. 2. To be treated with respect by pupils, parents/carers and colleagues. 3. To work within a supportive and understanding community. 4. To know what is expected of them. 	Responsibilities: <ul style="list-style-type: none"> ➤ Support pupils and colleagues. ➤ Establish a safe and nurturing environment for all pupils. ➤ Establish good relationships and be positive role models. ➤ Create a well ordered learning environment with high expectations. ➤ Encourage, praise and positively reinforce the school's core values.

Parents and Carers	
Rights: <ul style="list-style-type: none"> ➤ To know their children are safe and well cared for. ➤ To be sure their children are treated fairly. ➤ To be able to communicate with staff easily. ➤ To be informed about their child's progress and behaviour. 	Responsibilities: <ul style="list-style-type: none"> ➤ To ensure children attend daily, arrive on time and are well-prepared for the school day (wearing the correct school uniform). ➤ To work with school staff and reinforce the requirement of good behaviour with their children. ➤ To support the school policies and strategies ➤ To promote good behaviour, politeness and consideration for others. ➤ To inform the school of any issues that may affect their child. ➤ To encourage children to have high aspirations for their future.

The School Core Values

The aim of the Istead Rise Primary School core values is to ensure all children understand what is expected of them, inside and outside of school and to give them a visual reminder of what they can do to make Istead Rise Primary School a happy, safe and positive place to learn. The core values underpin all of our expectations for pupils in learning, behaviour and becoming proud members of the community and the wider world.

The core values are for children to show:

INDEPENDENCE - in learning, resourcing and the steps to achieve

RESPECT - for others, property and self

PERSEVERANCE - the belief and determination to succeed

SELF-REFLECTION - to move forward and improve in all aspects

Children need to be taught and to learn how to behave appropriately. They need to know that mistakes can be made and learned from. Our success is measured not by the absence of problems but by the way in which we deal with them.

Each class will display the core values in their classroom on a display:



It is through following these Core Values that pupils will earn their 'peg up' on the behaviour ladder and receive points on 'Juniper', that are shared directly with parents.

Children are also awarded certificates linked to these values in our celebration assemblies, which will take place every Friday. Stickers with these words on will be awarded to children who are showing the Core Values – Independence, Respect, Perseverance and Self-Reflection.

School Rules:

1. We will treat others with respect, using kind words, and kind hands and feet
2. We will follow instructions promptly
3. We will try our hardest in lessons

Children in all year groups will be taught to understand our school rules and they will be displayed in classrooms across the school.

Regular Routines:

Istead Rise has a calm and orderly atmosphere, where both children and staff understand the requirement for mutual respect and consistent routines.

All staff will ensure that consistent routines are implemented across the school and understood by all staff and pupils. This includes classroom learning routines, entering and leaving classrooms or other spaces in a respectful and orderly manner, transition between buildings, playgrounds and lunch hall and appropriate use of playgrounds and other resources.

Managing Behaviour:

Initially, de-escalation techniques will be used to help prevent further behaviour issues. To support children, staff will:

- Approach all situations in a calm and helpful manner.
- Be aware of their own non-verbal messages through facial expression and body language.
- Establish the facts by listening to all those involved.
- Address the problem.
- Avoid confrontation.
- Make a judgment only when facts have been established.
- Use consequences appropriately and according to the agreed behaviour policy.
- Ensure that children make amends wherever possible using a restorative approach.
- Ensure apologies have been offered where appropriate.
- Ensure that sanctions are applied appropriately.

Children are encouraged to develop their resilience, and adults will support them in navigating social and friendship issues with age-appropriate independence.

Restorative Approach

Istead Rise Primary School uses a **Restorative Approach** to manage behaviour and deal with conflict. This approach focuses on developing positive relationships within the school and creates a safe, secure environment which enables children to develop both academically and socially. In response to conflict, it focuses on the harm that has been caused and ways to repair the harm and restore the relationship.

What is Restorative Language?

Restorative Language is a calm, fair and respectful way of communicating which allows individuals to express their thoughts and feelings.

What are the Restorative Questions?

The Restorative Questions are used in response to specific incidents. A member of staff will talk to the children and ask them a set of questions giving each child the opportunity to tell their side of the story without being judged or blamed.

The questions are:

- **What happened?**
- **What were you thinking/feeling at the time? How are you feeling now?**
- **Who has been affected/harmed by what has happened and how?**
- **What needs to be done to repair the harm?**
- **If the same thing happens again, what could you do differently?**

These questions teach children responsibility by allowing them to see the impact of their actions on others. A Restorative Approach to conflict creates positive outcomes from negative behaviour.

Behaviour Ladders

Each class has a behaviour ladder which will have stages similar to those listed below. Foundation and Year 1 will have 6 stages. Year 2 upwards will have 5 stages. Each child has a peg with their name written on it.

Foundation & Year 1	Years 2 to 6
Purple	Purple
Dark Blue	Dark Blue
Green	Green
Orange	Yellow
Yellow	Red
Red	

- All children will start on 'green' or 'ready to learn' at the beginning of a new day.
- Children can be moved up for showing the school's core values, making positive behaviour choices or turning around negative choices.
- Any adult in the school can ask the child to move their peg up or down, when they return to their classroom. This can be done at any time and in any area of the school.
- Children can be moved down the ladder through poor behaviour choices, and will then need to rebalance this with positive choices to move back up the ladder. A child can be requested to move their peg straight to red if their behaviour is dangerous or extreme.
- While every effort is made by staff to turn negative choices around and prevent children from reaching the bottom of the behaviour ladder we accept that this isn't always possible. When children reach the bottom of the behaviour ladder, individual class teachers will make the decision about an appropriate consequence. Members of the leadership team may also be involved in this process.
- Once a child has completed the consequence, their peg must be moved back to green for a fresh start.

Rewards

- Certificates
 - Core values certificates. Up to 3x per class – linked to school core values and awarded in assembly.
- Stickers
 - Core value stickers. Children can earn core value stickers. On earning a sticker for each value, the child then receives a Headteacher's Award.
 - Top banana stickers. A class teacher will nominate one child in their class to be top banana – a child who has shown exemplary behaviour or tried hard – for that day.
 - Other stickers are awarded by all staff throughout the school.
- Peg Up Points
 - These can be awarded for good work, being polite, kind, helpful etc. and will be awarded on the Juniper app, which parents receive via a phone notification.
- Super Class Award (Whole class award)
 - Superclass points are received for the whole class for working well together.
 - Each class decides what reward they would like to earn and then work to colour in the letters on their poster 'We are a superclass!' every time they receive a point.
 - When the class has coloured all the letters, they are able to have a timetabled afternoon of their choice.

Sanctions

If a child is causing disruption or displaying poor behaviour, anywhere in the school, or at any point during the school day, which could have led to their peg being moved to red. These are examples of sanctions that may be applied:

- Remind the child of the behaviour expectations/class and school rules.
- Remove the child to another seat in the class.
- Send the child to a partner class for an appropriate period of time. This will allow the child to reflect on their behaviour and also allow others in their class to learn without being disrupted by poor behaviour.
- Move the pupil to a separate quiet space, where they can concentrate on their learning and will not be able to disrupt others. Parents will be informed of this the same day.
- The children may miss future break/play times.
- If the child refuses to undertake learning activities in class, this might result in the child completing the work in their own free time, including break times.
- If behaviour is an ongoing concern, the Leadership Team will invite the pupil's parents into school for a meeting to discuss the problems and how parents can support the situation by helping their child understand the requirement to show positive behaviours.

- On occasion, and in response to serious and/or persistent disruptive behavioural incidents, the Headteacher/Head of School may consider the use of suspension/exclusion from school. Where this is the case, the school will follow the guidance published by the Department for Education on [Suspension and Exclusion](#).

Examples of behaviour that may result in suspension and/or exclusion include, but are not limited to:

1. Violent or threatening behaviour directed towards other pupils
2. Violent or threatening behaviour directed towards staff
3. Deliberate damage to school property
4. Verbal abuse directed towards other pupils
5. Verbal abuse directed towards staff
6. Use of discriminatory language or abuse
7. Persistent disruption of other pupils' learning
8. Persistent defiance or refusal to follow the school rules, or any other reasonable instruction given by a staff member

Following a sanction, relevant strategies will be applied to help a pupil understand how to improve their behaviour and meet the behaviour expectations of the school. This is also incorporated within the school's use of the Restorative Justice approach.

Behaviour outside of school premises

Istead Rise expects children to behave in a positive manner both within school and within the community. We reserve the right to discipline children for their conduct off-site in accordance with national guidance and the procedures outlined within this policy.

Poor conduct outside school premises, including on-line conduct, may result in sanctions being applied. Examples of such circumstance include:

- When taking part in any school-organised or school-related activity
- When travelling to and from school
- When entering or leaving the school, or waiting to enter the school.
- When wearing school uniform in public
- When in some other way identifiable as a pupil at the school
- When conduct could have repercussions for the orderly running of the school
- When conduct poses a threat of any form of harm to another pupil and staff member
- When conduct could adversely affect the reputation of the school

Banned items

The school refers to the DfE advice for searching, screening and confiscation, January 2018. The school may judge it necessary to construct a Risk reduction Plan for identified children.

The following list of items are banned by the school and for which a search can be made:

- Sharp objects
- Weapons e.g. any type of knife including pocket knives
- Alcohol
- Drugs (any prescribed medication must be given by an adult to the office staff where a permission form will be completed).
- Stolen goods
- Tobacco products e.g. cigarettes, vapes
- Pornographic images (of any kind e.g. tabloid topless pictures and 'lads mags' as well as extreme adult material)
- Fireworks
- Anything that has been, or is likely to be, used to cause injury or commit an offence.

Mobile Phones

- All phones must be handed in to a staff member upon arrival at school and collected upon exit. The use of mobile phones by pupils during the school day or on the school site is strictly prohibited.

Use of Reasonable force

Power to use reasonable force or make physical contact: The safe handling policy describes the situations in which reasonable force may be used (including removing disruptive pupils from classrooms).

School Trips

Should children show unwanted behaviour on a school trip they will have a consequence as deemed appropriate by the class teacher at the time. This will be discussed with a member of the Leadership Team and parents on returning to school. Children will only be 'excluded' from school trips if they have displayed unsafe behaviour in school and the class teacher feels it likely that they would display this behaviour whilst out of school. The school will agree a way forward with a parent to try and avoid the child missing a trip entirely.

Suspensions and or Permanent Exclusions

Suspensions or permanent exclusion will only be considered after all possible strategies and resources have been explored.

• Suspensions

- Serious or persistent breaches of the behaviour policy will result in a fixed term suspension from school. The Headteacher may suspend a pupil for one or more fixed periods for up to 45 days in any one school year. A record of suspensions is kept and the governing body are informed each term. Following a suspension, a re-induction meeting will be held between a member of the Leadership Team, the parents and the child. The school will support and help pupils understand how to improve their behaviour and meet the behaviour expectations of the school.

- **Permanent Exclusion**

- The Headteacher has the right to permanently exclude a child from school in accordance with Local Authority and DfE guidelines. The Headteacher may permanently exclude a pupil for persistent disruptive and/or other serious instances of poor behaviour or for a single serious behavioral incident.

Managed Moves/Off-Site Direction

In some circumstances a managed move may be initiated which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then this is off-site direction. In such circumstances, that school will adhere to the most up-to-date guidance published by the DfE.

Educational Needs and Disability (SEND) and vulnerable individuals:

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, pupils with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the Inclusion Team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. Where appropriate, the school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs, such as:

- Reward charts to enable celebration of good behaviour.
- Increased communication between home and school.
- Individual personalised plans.
- Support from the special educational needs coordinator (SENDCo) or identified teaching assistants.
- Additional learning support where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- Adjusted curriculum provision.
- An adapted timetable with an agreed timescale.
- Facilitate multi agency meetings to plan next steps for a child's SEND provision.
- Involve external professionals such as Planning Officers, Provision Evaluation Officers and Inclusion and Attendance Officers.
- Undertaking best endeavors to utilise strategies recommended by relevant professionals.
- Referral to outside agencies such as: Communities of Schools, Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS) or the Virtual School for Children in Care.

It is vital that records are kept of significant behavioural incidents. The leadership team will be informed of any significant behaviour incidents, which will be recorded using school systems. This helps to safeguard children and to build a full and accurate picture of their needs.

Please note, that all pupils are expected to consistently demonstrate a high standard of behaviour, including those with SEND. Any pupil, including those with SEND, failing to demonstrate acceptable standards of behaviour may be subject to the consequences or sanctions outlined in the policy,

Risk Assessments and Risk Reduction Plans:

- The Leadership Team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children.
- These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff.
- The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e.g. as part of a reintegration meeting following a suspension.

A whole school overview is updated to reflect the number of children on these plans and with their review dates.

- If the behaviour of a child escalates suddenly, then a member of the Leadership Team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan.
- This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities.
- This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated.

Equality Act 2010:

The governing body, the Leadership Team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.

Policy links

This policy should be read alongside the following:

- Anti-bullying policy
- Child Protection and Safeguarding policy
- Equality objectives
- Online Safety policy
- SEND policy
- Suspensions and Permanent Exclusion policy
- Safe Handling policy

Istead Rise Core Values

INDEPENDENCE - RESPECT - PERSEVERANCE - SELF-REFLECTION



*INDEPENDENCE - IN LEARNING, RESOURCING AND THE STEPS TO
ACHIEVE RESPECT - FOR OTHERS, PROPERTY AND SELF*

PERSEVERANCE - THE BELIEF AND DETERMINATION TO SUCCEED

SELF-REFLECTION - TO MOVE FORWARD AND IMPROVE IN ALL ASPECTS