Behaviour Policy and Statement of Behaviour Principles

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Statement of Behaviour Principles

Be **R**eady,

Be **M**utually Respectful

Be **S**afe

At Richmond Methodist Primary School we recognise that clear structure of predictable outcomes have the best impact on behaviour **'for all'**. Our Behaviour Policy and Behaviour Blueprint sets out the rules, relentless routines and visible consistencies that all children and staff follow to enable all in our school to **flourish**. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. **Good behaviour is recognised sincerely rather than just rewarded.** Children are praised publicly and reminded in private wherever possible.

"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression"

Paul Dix, 'When the Adults Change Everything Changes'.

Richmond Methodist School has three simple rules 'Be **R**eady, Be **M**utually Respectful and Be **S**afe' which can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Behaviour Blueprint

Proud to be RMS… Doing all the good we can.

Rules

Be **R**eady

Be **M**utually Respectful

Be **S**afe

Visible Consistencies

Calm, consistent, respectful behaviour

First attention to best conduct

Recognition Boards

Over and above recognition

Celebration Assembly

Contact Home

Headteacher Recognition

Relentless Routines

Meet and Greet

Visual countdown

PiP and RiP – Praise in public, remind in private (where possible)

Behaviour Pathway

Reminder

Warning

Calming Time - Time IN not Time OUT that counts

Restorative Follow Up

Scripted Conversations

I've noticed that…

I need you to...

Thank you for…

Remember when…that's the behaviour I need to see

Restorative Follow Up and Repair

What happened?

What were you thinking?

What have you thought since?

Who suffered as a result?

What do you need to do to put things right?

Steps to attempt to avoid suspension

Children with challenging behaviours have an individual risk assessment / plan

Early targeted support from outside agencies where possible

Effective partnership and dialogue with parents and carers

Regular review of support and provision

*Our Behaviour Blueprint will be shared with all pupils, parents, staff and Governors.

Policy Statement

Richmond Methodist School is committed to creating an environment where exemplary behaviour and attitudes are at the heart of productive learning and good relationships, enabling the whole school community to **flourish.** Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

The purpose of the policy is to:

- Fulfil the Governors' duty of care to pupils and staff, enabling them to feel safe, respected and valued.
- Promote a calm and positive climate for learning that ensures effective learning and teaching takes place, leading to high standards of attainment for all pupils.
- To establish a framework for staff to problem solve that focuses more on relationships and less on sanctions.
- To support pupils to develop the skills to take responsibility for poor conduct and to manage and modify their behaviour throughout the school day and in all areas of school and the community.
- Ensure that the reputation of Richmond Methodist Primary and Nursery School is positive in the local and wider community.

Aims of the policy

- To create a culture of exceptionally good behaviour and attitudes through our behaviour blueprint.
- To ensure that learners are treated fairly, shown respect and kept safe.
- To give learners first attention and importance for best conduct.
- To avoid giving attention and importance for poor conduct.
- To help learners take control over their behaviour & be responsible for the consequences of it.
- To build a community which nurtures our Christian values and places our Methodist ethos 'for all' at the heart of the school.
- To ensure that excellent behaviour is the expectation for all.

Expectations of Adults

We expect every adult to:

- Meet and greet meaningfully and make all pupils feel welcomed and valued
- Refer and redirect to: Be 'Ready, Be Mutually Respectful, Be Safe'
- Model positive behaviours
- Be a visible presence around school to encourage appropriate conduct
- Encourage use of rules, visible consistencies, over and above recognition, relentless routines, behaviour pathways, scripted conversations and restorative follow up.
- Deliberately and persistently catch pupils doing the right thing and praise them in front of others, for example:
    - 'That is exactly how to be Ready/Respectful/Safe- thank you.'
    - 'You are so good at following our rules- love that!'
    - 'That is exactly how we do it here- I am proud of you'
- Know their children well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Demonstrate unconditional care and compassion
- Remain calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly (unless part of an agreed strategy)
- Follow our Behaviour Blueprint and Behaviour Pathway

Senior Leaders
Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the leaners.

Senior leaders will:

- Take time to welcome learners at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing pupils with more complex and challenging behaviours
- Use behaviour data (recorded on CPOMS and our Behaviour Log) to target and assess school wide behaviour policy and practice
- Ensure regular staff behaviour training including on induction and that staff training needs are identified and targeted
- Regularly review provision for learners who fall beyond the range of written policies

Pupils
- Respect our Behaviour Blueprint
- Maintain the highest standards of personal conduct and to accept responsibility for their behaviour

Parents and Carers
- Respect the school's Behaviour Blueprint and Policy
- Support their child by agreeing to discuss any problems that arise
- Celebrate with us their children's successes

Governors
- Set down the general guidelines on standards of behaviour and will approve and review the effectiveness of the Behaviour Policy.
- Support and challenge the Headteacher when making decisions about matters of behaviour.

Recognition and rewards for learners who go 'over and above'

We recognise and reward learners who go 'over and above' our standards. Our staff understand that at Richmond Methodist Primary and Nursery School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Pupils who demonstrate any of the three core rules and values will be acknowledged by being on the Recognition Board or achieving a House Point. Positive rewards for behaviour that is 'over and above' may take the form of contact home: a Class Dojo message, a positive note, a phone call or a face-to-face chat, recognition in Celebration Worship or recognition by the Headteacher. To bridge the developmental gap between extrinsic and intrinsic motivation, stickers will also be used to reward children who are going over and above, especially in the Early Years (to help them to establish routines and positive behaviours).

Celebration Worship

Our celebration worship is on a Friday afternoon, where two pupils from each class will be chosen for student of the week. These pupils will have consistently gone "over and above" in our school rules and values during the week. The children are selected at the beginning of the assembly and receive a certificate and prize from the Headteacher. They take their seat with pride of place on "the best seats in the school" for the duration of the worship. The pupils will attend a celebration with the headteacher which is sharing a treat and a chat, further deepening relationships and spotlighting their positive actions.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Stepped Behaviour Pathways
Gentle Approach, use child's name, child level, eye contact, non-verbal cues, deliver message
1. REMINDER: Possible phrasing - I noticed you chose to …… (noticed behaviour) o This is a REMINDER that we need to Be (Ready, Respectful, Safe) o You now have the chance to make a better choice o Thank you for listening o You matter to me but this behaviour breaks our rule about… and I need you to… o I noticed you found it difficult to follow our rule about… What can I do to help you show me you best… behaviour? o Do you remember … (when we had a great lesson), that is what I need to see from you now. Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'
2. WARNING: Possible phrasing - I noticed you chose to …… (noticed behaviour) o This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. o If you choose to break the rules again you leave me no choice but to ask you to go to the quiet area / thinking mat …… (learner's name), o Do you remember when …… (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
3. CALMING TIME: I noticed you chose to …… (noticed behaviour) You need to: 1. Go to quiet area 2. Go to sit with other class 3. Involve a member of the Inclusion team 4. Involve DHT/HT Playground: You need to: 1. Stand by other staff member 2. Sit on the bench 3. Go to DHT/ HT's office - I will come and speak to you in a few minutes Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' TIME IN not TIME OUT that counts. *DO NOT describe child's behaviour to other adult in front of the child*
4. FOLLOW UP, REPAIR AND RESTORE 1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? What have you felt since? 3. How did this make people feel? 4. Who has been affected? What should we do to put things right? How can we do things differently?

5. CONSEQUENCES (Can include 'Reflection Time' with the HT/DHT which is another 'Follow-Up, Repair and Restore' approach.)
1. Make it clear that unacceptable behaviour affects others in the school community.
2. Not apply to a whole group for the activities of individuals.*
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

It should also be made very clear that it is the behaviour that is unacceptable, and any consequence should address this, not be made personal to the child.

*Every effort will be made to avoid group sanctions, but on rare occasions where there has been very widespread disruption involving the vast majority of pupils to the degree that role models within can't be identified, this may be applied - alongside appropriate explanation to children and recognition that some could have been greater contributors to this than others.

Remember it's not the severity of the consequence, it is the certainty that this follow up will take place that is important.

Our RMS Behaviour Pathway

To prevent incidents of poor behaviour including child-on-child abuse:

Reminder

Warning

Time-In/ Calming Time

Follow up/ Restorative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up/ Restorative Conversation then follow the guidelines below:

Involve the SLT/DHT/HT (Reflection Time)

Phone the Parents

Parents called into School

Inclusion support

Suspension

Particularly Challenging Behaviours – including child-on-child abuse

Some children exhibit particular behaviours based on special needs, early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their needs. Where possible, we use our most skilful staff to build relationships with each individual child.

Behaviour will often need to be considered in relation to a child's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. Schools need to manage children's behaviour effectively, whether or not the child has underlying needs. (See Vulnerable Pupils section).

When dealing with an episode of challenging behaviour a child may need to be restrained if they or another person is unsafe. Physical Intervention will only be used as last resort. All incidents of physical intervention will be reported to parents the same day. The school will record all serious behaviour incidents and restraints on CPOMS.

Suspensions

May occur following extreme or repeated incidents at the discretion of the Headteacher. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, the headteacher and school should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and have discussions about this.

Permanent Exclusion

Exclusion is an extreme step and will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Permanent exclusion will be a last resort and the school will endeavour to adopt preventative measures to school exclusion, working in collaboration with the family and LA and in accordance with the DFE Suspensions and Permanent Exclusions guidance. In all instances, what is best for all the children and staff will be at the heart of all our decisions.

Prohibited items - for which a search can be made

- weapons, e.g. knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, e.g. cigarettes and e-cigarettes
- 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

These things can be confiscated.

The school will follow the guidance set out in the DFE publication, 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' - Guidance for maintained schools, academies, and pupil referral units in England August 2024.
Suspension and permanent exclusion guidance

This behaviour policy has been developed in-line with **Behaviour in Schools – Advice for Headteachers and school staff.**

Behaviour in Schools - Advice for headteachers and school staff

Mobile Phone Use in Schools

In line with the DfE's Statutory Guidance – September 2026
https://www.gov.uk/government/publications/mobile-phones-in-schools/mobile-phones-in-schools

Pupils in Years 5 and 6 who walk to and from school independently may bring a mobile phone to school for the purposes of their journey. On arrival at school, mobile phones must be switched off and handed directly to the class teacher for secure storage. Phones will be returned to pupils by the class teacher at the end of the school day. Pupils do not have access to their mobile phones at any time during the school day, including before registration, during lessons, between lessons, at breaktimes, lunchtimes or whilst participating in any school activity. The use of mobile phones anywhere on the school site during the school day is not permitted.

Any unauthorised use of a mobile phone during the school day will be managed in line with the school's Behaviour Policy and may result in the device being confiscated until it can be collected by a parent or carer, where appropriate.

Vulnerable Pupils, Pastoral Care, Emotion Coaching

We recognise that many of our pupils have complex lives and needs, and that, at times, a degree of flexibility needs to be built into our approach to behaviour management to accommodate these. This is particularly the case for those children with SEND and SEMH, but also for those who are vulnerable due to other factors, such as home or attachment issues, transition, or trauma. In these circumstances, some allowances will be made within this policy; however staff, and, ultimately, headteacher judgement is final upon these accommodations. Even in the midst of difficult times and managing SEND, children still need to understand that actions have consequences, that everyone deserves to be safe in school and that the removal of all 'boundaries' is actually more disorientating and distressing for vulnerable children than consistency and clarity.

For vulnerable pupils, and, indeed, all pupils, pastoral care is prioritised. This starts in the classroom, through the use of emotion coaching techniques and approaches (including Zones of Regulation), but also includes the work of the other pastoral or inclusion staff, and specific interventions. A "nurture approach" may be adopted for a period, to resettle and support vulnerable children (e.g. use of Nurture Room / Haven and support of outside agencies such as EP advice, SEND hub etc.).

Appendix A

PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

Key Points

1. DEFINITIONS

- 'Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder
- 'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury
- 'Reasonable in the circumstances' means using no more force than is needed
- 'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom
- 'Restraint' means to hold back physically or to bring a pupil under control

2. THE LEGAL POSITION

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. WHEN CAN PHYSICAL FORCE BE USED?

Schools can use reasonable force to:

Examples of incidents in which reasonable force may be used (note this list is not exhaustive):

- To prevent injury to self / others – e.g. pupils fighting, lashing out at others, throwing items, self-harming, kicking etc.
- To prevent damage to property – e.g. destroying equipment or learning environments, repetitive actions (banging / smashing), attempting to break windows / doors etc.
- To prevent significant disruption or distress to others – e.g. through any of the above examples, shouting, obscene language, screaming etc.
- To support in re-regulation – e.g. when a child is 'locked down' and needs to be removed from a stressful situation before they can deal with their stress / anxiety, to take a child to their safe space etc.
- To remove disruptive children from the classroom where they have refused to follow an instruction to do so, or to prevent a pupil leaving a room where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a child from leaving site, straying into unsafe areas, or placing themselves in a position in which they cannot be supervised – e.g. onto roads, into staff areas, kitchens, plant rooms, hidden locations on the grounds etc.

Schools cannot use force as a punishment – this is always unlawful.

Some pupils may sometimes require a short or momentary physical intervention – such as holding hands, lifting up, having a hug, being led from an environment etc. These are not recorded as incidents of RPI. More serious incidents involving the use of reasonable force are recorded on CPOMs and will detail the nature of the incident, type of force used (escort, restraint, hold, disengagement etc.) and, in case of holds, the duration of the incident.

Appendix B - Recording and Reporting Repeated Behavioural Challenges

Behavioural incidents are tracked and reported on frequently. Most often this is through the CPOMs system. In addition, frequent misbehaviour and serious incidents are usually passed on to parents (in person, via phone-call or via digital messages). This is the usual approach for recording, communicating and reporting of behavioural challenges.

However, it is acknowledged that some pupils will have particular behavioural difficulties, especially those on the SEND register. In such cases, adaptations to this approach may be required for a variety of purposes:

- To avoid overwhelming parents – daily messages from school to articulate repeated misbehaviour which has previously been discussed may be counter-productive. If a parent knows their child is struggling to self-regulate, being told about this on a daily basis can be demoralising and distressing. We will endeavour to be sensitive to parents' needs in this regard.
- To avoid generating additional workload – staff time should be focussed on managing incidents and supporting children, not endless writing-up of every incident when these are frequent and repeated.
- To track incidents differently – daily charts, ticks/crosses, scores etc. can provide a quicker and more effective reference point for analysis of challenges than written entries and report generation via CPOMs.

Therefore, in cases of frequent / repeated misbehaviour of which parents are already aware, the following recording and communication approaches may be adopted:

- Summary entries on CPOMs – e.g. at end of week, overview of incidents
- Reduced contact with parents – not contacting about every incident of misbehaviour, but only the most significant and extreme. (N.B. In these cases, lack of contact from staff should *not* be taken as an indication that behaviour has been consistently good or that there have not been incidents – simply that we recognise that incidents in line with that child's profile are being dealt with in-school according to IPM, IBP, Risk Assessments, EHCP etc.)
- Alternative tracking systems – daily charts, books, scores etc.
- Light touch contact – e.g. thumbs up / down at end of day, summary notes etc.
- Informal contact with core staff – e.g. verbal update to SENCO etc.

Note: significant and major behaviour incidents will continue to be formally recorded and communicated.