

Redbourn Primary School



Behaviour Policy

Date of Issue:	September 2019
Latest Review Date:	February 2025
Next review Date:	February 2026

A Whole School Policy for Promoting Positive Learning Behaviour

This statutory policy was adopted by the Full Governing Body and is subject to annual review. In all areas of school policy, it is necessary for parents, teachers and governors to work together to enable children to develop as fully as possible.

Following annual review, parents and staff will be notified in writing, and directed to the location of the policy on the school website.

Aims

This policy aims to:

- Create a positive culture that promotes excellent 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 reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, Statutory Requirements and Statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Exclusion Guidance Supplement January 2023: Hertfordshire County Council guidelines on exclusion from maintained schools, academies and Education Support Centres
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online
- Hertfordshire County Council guidance on the use of reduced timetables for pupils of compulsory school age.

Updates to any of the above legislation will be updated and reflected in the policy.

Other relevant and related school policies/documents: Anti-bullying Policy, Child Protection Policy, Restrictive Physical Intervention Policy, Online Safety Policy, IT Acceptable Use Agreement, Attendance Policy, Staff Induction Policy, Staff Code of Conduct, Medicines Policy, Health & Safety, Safeguarding Policies, Banned items document (Appendix 5).

Vision and Values

The whole of Redbourn Primary School community believes that positive learning behaviour is essential for children to learn effectively. We have a therapeutic approach to behaviour which is underpinned by Therapeutic Thinking (formerly Hertfordshire STEPS). Our aim is to promote behaviour that enables all children to achieve their potential and develop socially, academically, and personally within a positive and safe environment. High standards are set in behaviour, including learning behaviour. Children have a right to learn and teachers have a right to teach. We aim for children to develop positive and **pro-social** behaviours ('Valued' behaviours) and avoid anti-social behaviours (detrimental behaviours) through:

- Clear and high expectations
- Good role models in both children and adults
- Clear and consistent boundaries
- Following through with agreed actions
- Attending school every day, unless in exceptional circumstances.

In order to achieve this, we work closely with the school community, including parents and carers to:

- Promote pro-social/valued behaviour, self-discipline and respect for others
- Promote an anti-bullying, anti-racist and anti-discrimination attitude and environment. (See anti-bullying policy for full details of how the school manages allegations of bullying.)
- Ensure that every pupil is given an equitable opportunity to develop socially, to learn and to enjoy community life.
- Focus on de-escalation and preventative strategies.
- Develop an understanding and awareness of underlying reasons for behaviours.
- Recognise the difference between conscious and subconscious behaviour.
- Recognise that some children may internalise and some may externalise their behaviour.
- Manage disruptive, disrespectful, difficult or dangerous behaviour if and when it arises without resorting to sanctions like exclusion wherever possible.
- Ensure an equitable outcome where every child understands their choice was wrong, can explain how they might be able to make amends and learns from the experience, changing their behaviour if there is a 'next time' scenario.
- Promote good attendance, with a target of 96%.

Staff are provided with regular training in relation to this policy. This is delivered in the form of induction; INSET; staff meetings; support staff meetings; specific Therapeutic Thinking (STEPS) sessions; modelling by and shadowing of Behaviour Lead; one-to-one conversations; updates and reminders in weekly briefings; as part of safeguarding training and updates.

Outcomes

- Parents, staff and children feel behaviour is managed well and children and staff are safe and feel safe.
- Children's pro-social/valued behaviour is visible, consistently.
- High levels of progress are achieved as a result of children's pro-social/valued behaviour.
- Children demonstrate that they understand and accept that choices have consequences.
- Children's attitudes to learning reflect the values of our school. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including online safety.
- Children and staff are aware of the different forms of bullying, including online bullying and all forms of prejudice based bullying, including racism and homophobia, and how to respond to it.
- All staff demonstrate a zero-indifference approach to any form of discrimination.

THRIVE Values, Golden Rules and Class Charters

- Our school follows the THRIVE Values, which were developed in consultation with staff, parents and governors. We use these in conjunction with 'Golden Rules' to work towards our aims and achieve our desired outcomes.
- The THRIVE values and the Golden Rules are displayed around the school and in every classroom.
- Children learn about a specific value in class each half term and this value is discussed further during a weekly assembly led by the Headteacher and/or Behaviour Lead.
- Each Friday, a child from every class is recognised with a Star of the Week certificate, linked to that half-term's value.
- Golden Rules are referred to when discussing behaviour choices with individual children, as well as being regularly referred to by adults in the classroom and playground.
- In addition, classes agree their own 'Class Charter' at the start of each academic year: Pupils discuss how they will demonstrate the THRIVE Values and stick to the Golden Rules. They agree what this will look like and how it will feel in their classroom/for their class and sign the charter, which goes on display in their classroom.
- All behaviours, pro-social (valued) and anti-social (detrimental behaviours), are discussed with reference to our THRIVE values and Golden Rules (see appendix for THRIVE Values and Golden Rules).
- Specifics which fall under the umbrella of the Golden Rules and THRIVE values are set out in Appendix 4. These are discussed in the early weeks of each academic year and regularly referred to in class and during assemblies.
- Regular, specific reminders are given verbally in locations such as the playground and dining hall.
- Regular text or email reminders are given ahead of special events such as non-uniform days.
- Parents/carers are expected to familiarise themselves with behaviour expectations and specific rules as part of the home-school agreement
- THRIVE Values, Golden Rules and behaviour expectations are discussed at 'meet the teacher' sessions at the start of each year, in our prospectus, and during tours for prospective parents.
- Parents are reminded of our THRIVE values in termly parent newsletters and receive behaviour updates where necessary in the weekly 'Headteacher Update' (This newsletter and parent newsletters are available on the website).
- Parents are contacted individually, as and when, to discuss any concerns regarding their child's behaviour.
- All parents are informed of their child's general behaviour on a consultation document prior to each parent consultation evening. This behaviour grade takes additional learning needs/adaptations into account (whether diagnosed or not).
- Staff recognise when children demonstrate any of the Golden Rules or THRIVE Values and award house points.
- Positive Praise Postcards are also used to recognise pro-social behaviours.

Our systems for rewards and recognition are explained below.

Behaviour Curriculum

We explicitly teach children how to demonstrate valued behaviours – these are the valued (pro-social) behaviours expected in our school. Expected behaviours, routines and norms are explicitly taught throughout the day, as part of other curriculum subjects, during assemblies and on a more bespoke or one-to-one basis, as and when needed.

We are currently developing a way to formalise our 'behaviour curriculum' in order to provide a formal framework for teachers, showing progression, evaluation and intervention: when complete, it will run parallel to our teaching of National Curriculum subjects. Current practice for teaching, encouraging and promoting valued (pro-social) behaviours are set out below.

Being positive

At Redbourn we believe in equipping children with the skills to self-regulate their emotions and choices.

We teach pro-social/valued behaviour by:

- modelling positive relationships, interaction and learning behaviours between staff (as set out in staff code of conduct)
- using a shared, consistent approach and language
- using positive phrasing
- using circle time, assemblies, PSHE lessons, social stories, check-ins and a **restorative** approach
- having a therapeutic view in which we acknowledge that positive experiences create positive feelings, and that in turn, positive feelings create positive behaviour
- Teaching emotional language to equip children with the vocabulary to explain their feelings.
- Teachers highlight and discuss behaviours exhibited by characters in books and by prominent figures featured in learning across the curriculum.

All children are valued and recognised appropriately for their age and ability, regardless of any differences. Our procedures are followed for each individual child, making adaptations according to their need.

Attendance is addressed via our attendance policy. While we deem truancy an 'extreme behaviour,' other sanctions and rewards are not issued to children based on attendance as we recognise that at Primary School children are unlikely to have full control over their own attendance.

Our steps for promoting pro-social/valued behaviour, preventing and responding to anti-social/detrimental behaviour which may be disruptive, difficult or dangerous are set out below:

Praise

First and foremost, an integral part of all our practice is to support children to reflect on positive learning behaviours. Staff verbalise these reflections as a model for all children and specifically bring the children's attention to behaviours that enable us to be successful in our learning. Children are also encouraged to reflect on each other's achievements. Assemblies are used to acknowledge achievements in positive learning behaviours and to promote the values that are important in our school.

We also aim to promote, recognise and value pro-social behaviour through:

- giving verbal praise and positive feedback
- writing, telephoning or telling parents or carers to share specific examples of work that display good attitudes to learning
- visiting a 'partner' class or other member of staff to share and recognise achievements
- Headteacher Awards (for notable pieces of work)
- sharing a Star Award in assemblies linked to our values
- allocating younger children with responsible tasks and allocating older children roles of responsibility
- house points – awarded to acknowledge success – both academic and social (Linked to THRIVE values). This also promotes our value of 'Teamwork' as they are awarded to a child's house rather than the individual.
- marbles or other item in a jar for a class achievement; such as being ready to learn on the carpet or lining up sensibly for assembly. Once an agreed number have been collected, the class discuss and agree a chosen reward. *This is cohort dependent and used at the discretion of the teacher.*
- noticing pro-social/valued behaviours and celebrating them with Positive Praise Postcards, which go home to share with parents.
- encouraging a growth mindset attitude to learning and effort.

We do not use: sticker charts/public displays or ladders with children's names on/reward charts/ class dojos. These decisions have been made to ensure a consistent approach in all classes, and support our teaching of self-regulation, treating each child as individual and ensuring there is no situation in which a child would feel shamed.

Prevention

As a staff team we recognise that planning an engaging and stimulating curriculum leads to highly motivated learners who are driven to achieve their potential resulting in a productive use of all learning time.

We aim to prevent anti-social/detrimental behaviours which are disruptive, difficult or dangerous by:

- planning an engaging, relevant and practical curriculum
- personalising and adapting the curriculum to suit the needs of all learners and enable all to succeed
- having an inclusive ethos
- knowing our children well, anticipating triggers and getting involved before things go wrong
- using all opportunities to have positive interactions with children across the school
- teaching and developing empathy and self-regulation through PSHE lessons and circle times
- making sure every child has a voice and feels listened to through the use of **restorative conversation** questions
- having awareness and a reflective approach to the needs and strengths of individuals, for example, by strategically positioning or moving a child to a new space
- creating a positive learning environment
- offering verbal and non-verbal reminders of our expectations to children
- giving children specific, limited choices
- completing a Roots and Fruits analysis if required
- predicting and preventing escalation through Anxiety Mapping or other mapping tools as needed
- naming the behaviour not the child
- educating pupils about appropriate use of IT
- educating pupils about discrimination and bullying
- ensuring effective transitions (See below).

Managing detrimental behaviour at school and on school organised trips

In the same way that positive behaviour is recognised, negative/detrimental behaviour is challenged. We speak assertively to disruptive pupils, using language which is decisive, firm and clear. We always approach discipline in a positive and consistent way. Through our support, we help our pupils to develop the ability to take responsibility for their own actions, to regulate their emotions and to see the links between their own behaviour and the consequences of their actions. This is done in partnership with parents. Pupils also spend time completing (verbally or written) a 'Reflection Sheet' where they talk through their behaviour in relation to the Golden Rules, with an adult. Pupils consider the impact it had on others and themselves – including feelings – and consider what they should have done instead, and what they would do differently next time.

We consider whether a child's behaviour may be an indicator that they are suffering or likely to suffer harm and take appropriate action to follow our safeguarding procedures where necessary.

We embrace a staged response for detrimental behaviour, as set out below.

Levels of detrimental behaviour, responses and possible consequences. This list is illustrative and by no means exhaustive.

Level	Description	Examples	Responses	Possible consequences
1	Low-level detrimental behaviour	<ul style="list-style-type: none"> • Interrupting teaching • Attention seeking eg: making noises, hiding, persistent calling out, showing off • Avoiding work/wasting time • Name calling (one-off occasion) • Running inside • Not lining up quietly/quickly • Uncooperativeness • Rudeness to staff or children: cheekiness • Play fighting/horseplay • Using toilets as a social area • Not sitting as asked/where asked • Fidgeting • Spoiling other pupils' games • Littering • Failure to follow uniform expectations • Bringing in a non dangerous or hazardous banned item from home (See Appendix 5, section 12) 	<p>Strategies are developed <i>within</i> the classroom.</p> <ul style="list-style-type: none"> • Talking to the pupil, reminding them of the Golden Rules & THRIVE values • Highlight other pupils' good behaviour • Set seating position • Teacher proximity • Teacher reaction e.g. exaggerated disapproval • Teacher models and highlights appropriate behaviour • Discuss as a peer group <p>Restorative conversation with affected child or adult where relevant</p>	<ul style="list-style-type: none"> • Time out from play • Move the pupil to sit next to a different child, a single seat or the teacher • Loss of a privilege or free time • If it happens several times in a day, a 'Reflection Sheet' is to be completed by child during their free time • If relevant, the pupil verbally apologises to whoever was affected
2	Mid-level detrimental behaviour	<ul style="list-style-type: none"> • Persistent Level 1 misbehaviour • Lack of respect or appropriate use of school property • Rudeness/lack of respect towards pupils or staff: language or gestures • Arguing back • Lying • Biting • Hitting/kicking back • Hurting others • Fighting – physical & verbal • Leaving classroom without permission • Refusal to follow instructions • Refusal to participate in learning • Graffiti 	<ul style="list-style-type: none"> • Child is reminded of the Golden Rules & THRIVE values. • Time out to allow for self-regulation if distressed or heightened. (10 – 15 minutes maximum) • Inform the class teacher, if dealt with by someone else • Incident may be recorded on Cpoms • Inform Phase Leader • Behaviour Lead may be notified • Parents may be informed of the incident by the class teacher <p>Restorative conversation with affected child or adult where relevant.</p>	<ul style="list-style-type: none"> • A 'Reflection Sheet' to be completed by the child during their free time or in another member of staff's class. This is time to reflect and review their actions. • Pupil moved to another area within his/her own classroom (chair, table, time out space) for remainder of lesson • If linked to classroom disruption, child may complete learning in partner classroom for remainder of that lesson to aid regulation of whole class • A playtime or a privilege will be missed to catch up on missed work, or to

		<ul style="list-style-type: none"> • Spitting • Defacing others work • Hindering other children's learning or play • Using swear words • Exposing themselves • Taunting • Making unkind remarks • Intimidation • Sexualised language/actions • Attempt to leave school grounds without permission 		<p>practise the desired behaviour</p> <ul style="list-style-type: none"> • Learning may be sent home for completion if refusal to participate continues • Consequence will be logical and related to misbehaviour, where possible: eg tidying the book corner if books have been damaged/thrown. • A suspension may be considered by the Headteacher: This could be internal or at home. • The pupil apologises to whoever was affected: this may be verbal, or may be written
3	Serious detrimental behaviour	<ul style="list-style-type: none"> • Persistent Level 2 misbehaviour • Racism • Discrimination against any protected characteristic • Bullying, including online • Kicking (repeatedly) • Hitting (repeatedly) • Swearing (repeatedly) • Sexualised language or actions towards another individual • Premeditated hitting/kicking of pupil or staff • Vicious fighting • Malicious falsehood • Inappropriate use of school IT equipment • Verbal abuse/hurting of staff • Stealing • Extortion/bribery • Leaving school grounds without permission • Dangerous refusal to follow instructions • Vandalism • Malicious allegations against staff • Bringing any banned item onto the school site (See Appendix 5, section 11, for list of items) 	<ul style="list-style-type: none"> • Pupil removed from location where incident occurred and taken to member of SLT or the Headteacher to allow for: • Time out to allow for self-regulation if distressed or heightened • Information taken from all those affected • Phones may be confiscated and school IT accounts accessed while information gathered • Parents are informed of the incident and may be invited in for a meeting with the class teacher or Headteacher • Incident logged on Cpoms • Issue dealt with on a whole school level e.g. assembly • Bullying and discrimination addressed in circle time and assembly • Parents of affected year groups may be informed • Individual Risk Reduction Plan put in place where necessary • Records passed to next teacher at the end of each year 	<ul style="list-style-type: none"> • Internal suspension of one or two sessions: pupil completes the work they should be doing – sitting with SLT member. • During free time (break/lunch) any missed class work is completed or A logical consequence related to misbehaviour given: eg researching the impact of prejudice/litter picking • A 'Reflection Sheet' to be completed by the child in their free time. This is time to reflect and review their actions • Removal of privileges/responsibilities, eg house captain, representing school in sport or other activity • If incident is severe, a one or two day suspension will be considered by Headteacher • The pupil apologises to whoever was affected: written letter or age-appropriate alternative. • In the case of bullying or discrimination, the consequence will include further education and

			Restorative conversation with affected child or adult where relevant.	support to avoid repeat offence.
4	<p>Extreme (dangerous) detrimental behaviour</p> <p>This list is not exhaustive, but indicates the severity of the offence.</p>	<ul style="list-style-type: none"> • Persistent Level 3 behaviour • Persistent racism or discrimination • Persistent bullying, including online • Serious threatened or actual violence against a pupil or member of staff • Sexual abuse or assault • Carrying an object that has been made or adapted as a weapon, including knives • Bringing any banned and dangerous item onto school site (See Appendix 5, section 11, for list of items) • Possession, use or sale of an illegal substance on school site • Use of school IT equipment for illegal purposes • Pupils who have not responded at Level 3 and continue to misbehave, despite adaptations and support measures put in place • Truancy – see below 	<ul style="list-style-type: none"> • Pupil removed from location where incident occurred and taken to Headteacher to allow for: • Time out to allow for self-regulation if distressed or heightened • Incident logged on Cpoms • Parents are informed of the incident and will be invited in for a meeting with the Headteacher • Phones may be confiscated and school IT accounts accessed while information gathered • Search of child's locker/tray/possessions/ may be conducted • Search of child may be conducted • Police may be informed • Issue dealt with on a whole school level e.g. assembly • Bullying and discrimination addressed in circle time and assembly • Parents of affected year groups may be informed • Individual Risk Reduction Plan put in place where necessary • Records passed to next teacher at the end of each year <p>Restorative conversations with affected child or adult where relevant.</p>	<ul style="list-style-type: none"> • Pupil remains with Headteacher or SLT while incident facts established: pupil completes the work they should be doing in class. • Removal of privileges/ responsibilities, eg. house captain, representing school in sport or other activity. • Internal suspension issued or suspension of up to 5 days considered. • Headteacher will consider if a permanent exclusion is warranted • The pupil apologises to whoever was affected: written letter or age-appropriate alternative • In the case of bullying or discrimination, the consequence will include further education and support to avoid repeat offence
<p>Offsite trips The above responses apply.</p> <p>Other detrimental behaviours and possible consequences</p>		<ul style="list-style-type: none"> • Entering other children's bedrooms • Carrying any banned items (including specific items set out in each trip letter) 	<ul style="list-style-type: none"> • Immediate removal from activity • Taken to Trip Leader • Time out to allow for self-regulation if distressed or heightened 	<ul style="list-style-type: none"> • Loss or reduced participation in a specific activity/activities • Change of bedroom/activity group/seating position • Confiscation of banned items

include, but are not limited to:	<ul style="list-style-type: none"> • Deliberately preventing a child from sleeping at night • Restricting freedom of movement • Endangering a child or adult by disregarding specific safety instructions • Refusal to stay with group and follow instructions 	<ul style="list-style-type: none"> • Information taken from all those affected 	<ul style="list-style-type: none"> • Parent contacted to speak to child • Parent contacted to collect child
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- In line with the Therapeutic Thinking (STEPS) approach, adopted by our school, the final stage in any behaviour incident will be a restorative conversation between the child who has received a consequence for detrimental behaviour and the child or adult who was affected by it.
- All consequences will be issued and supervised by employees of Redbourn Primary School or another person authorised by the Headteacher. Consequences will take place on the school site or while a pupil is under the charge of a member of school staff. Where learning is sent home for completion, following refusal at school, this will be in agreement with a primary guardian.
- In all instances of detrimental behaviour, the individual circumstances of the child will be taken into account before reaching a final decision about the consequence given and the subsequent adaptations and support put in place. Consequences will be reasonable and not in breach of any legislation relating to equality, safeguarding or human rights.
- In circumstances where other professionals are involved and we believe suspension may not be in the best interests of the child, internal suspension will be considered instead.
- We do not isolate children alone in a room as a consequence. In an extreme circumstance, where a child is at risk of injury from another, an adult may remain with that child in a room until the threat has passed.
- If a child removes themselves to an empty room and refuses to leave, but is otherwise not exhibiting dangerous behaviour to them self or others, they will be allowed to stay until they have self-regulated, and/or a guardian called to speak to them to help with regulation. Once regulated, consequences will apply as above.
- Persistent instances of serious and extreme behaviours could be considered grounds for permanent exclusion in line with DfE exclusion guidance: [Suspension and Permanent Exclusion Guidance](#) and additional guidance from Hertfordshire: Exclusion Guidance Supplement January 2023
- The above guidance documents for exclusion will be referred to in any case where a police investigation occurs at the time of the detrimental behaviour.
- The school makes all decisions regarding detrimental behaviour based on the balance of probabilities.
- In the case of malicious allegations against staff or other pupils, suspension or permanent exclusion may be considered, having first taken into consideration the child's capacity to understand the implications of their allegation.
- Any search or confiscation of a child's possessions, or search of a child, will only be made at the request of the Headteacher and will be made in accordance with DfE guidance: [Searching, Screening and Confiscation Guidance](#)
- In the event that truancy is identified, we will work with other agencies, including the Hertfordshire Attendance Team, Hertfordshire Safeguarding Partnership and LADO to ensure the safety of the child and to attempt to address the causes behind the failure to attend school.

Off-site detrimental behaviour

Consequences may be applied when a pupil has demonstrated detrimental behaviour off-site when representing the school. This means when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips, swimming lessons)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has demonstrated detrimental behaviour off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

The consequence will be issued and carried out on school premises - or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online detrimental behaviour

The school can issue behaviour consequences to pupils for online behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

The consequence will be issued and carried out on school premises - or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Sexual harassment and sexual violence (child-on-child abuse)

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. At Redbourn Primary School, we know that children can abuse other children. No abuse at Redbourn Primary School will ever be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We are committed to upholding a culture that prevents unacceptable behaviours and an unsafe environment for pupils. All child-on-child abuse is unacceptable and will be taken seriously. We have a zero-indifference approach to all allegations of abuse and discrimination.

This policy covers behaviour of a pupil towards another pupil. Our safeguarding policies and staff code of conduct cover adult behaviour towards pupils.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be. This is managed through PSHE lessons, class discussion and assemblies.

The school’s response will be supportive, considered and decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

Responding to a report: Adult will listen, take notes, ask non-leading questions, report immediately to a DSP, log conversation as soon as possible, not discuss with others.

DSP will carry out a risk assessment, where appropriate, to help determine whether to: manage the incident internally, refer to early help, refer to children’s social care, report to the police.

Please refer to our child protection policy for more information.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the senior leadership team (who will also be a DSL) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own behaviour procedures and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Consequences

Consequences will always be logical, individual, purposeful and linked to the detrimental behaviour. This should always be pointed out to the children. Parents will be involved as early as possible to enable them to work together with the staff and their child. They will be kept informed of the effectiveness of any sanctions and programmes put in place. There should be an on-going dialogue between parents and teachers, which identifies progress as well as concerns, which may be recorded.

Protective consequences are the removal of freedom to manage harm. Examples of these are, increased staff ratio, limited access to outside space, escorted in social situations, differentiated teaching space or suspension from an area or school. The behaviour and consequences are recorded.

Educational consequences are learning, rehearsing or teaching so the freedom can be returned. Examples of these are; completing tasks or rehearsing during play or lunchtime, assisting with repairs, educational opportunities, research, reflection, restorative meetings and speaking frames to communicate effectively. The behaviour and consequences are recorded. Where a child refuses to complete learning that has been appropriately planned and adapted to suit their individual needs, they will be expected to complete this during free time such as break or lunch. Where refusal continues, learning will be sent home to be completed before the next day's learning. Where appropriate (for example to support a parents with discussion with their child, or to ensure full implication of misbehaviour is understood) the pupil may be required to complete at home, a task linked to the misbehaviour. This may take the form of an apology letter or additional learning about a topic such as racism or bullying.

The consequence for significant disruptive, difficult, dangerous or persistent behaviour is that the child meets with a designated senior teacher, member of SLT, Assistant Headteacher or Headteacher. This is deemed as being serious. A fixed term suspension will be considered by the Headteacher.

A decision to permanently exclude a pupil 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 in the school." This is consistent with the current [DfE guidance on exclusions](#).

Transition, induction, re-induction

Pupils joining Redbourn Primary School in Nursery and Reception receive a home visit from the EYFS Team. They spend time at the start of each year learning about the school's Golden Rules, classroom and playground expectations, what behaviours adults expect to see and which they hope they do not. Pupils are taught about how they should expect to be treated and how they should treat others. The first term, particularly, is heavily focused on learning and embedding these new expectations and routines.

Adults will spend time with pupils who join our school mid-year to ensure an understanding of behaviour expectations. Where appropriate, pupils may be invited to attend transition sessions prior to joining full-time. Where behaviour is recognised as an area of concern, measures may be put in place to support pupils to understand and comply with the school's expectations and policy. These may include, but are not limited to: an individual risk assessment; a risk reduction plan; teaching away from the main body of

the class and one-to-one support. In exceptional circumstances, in consultation with Hertfordshire County Council Guidance, a part-time timetable may be introduced to support a pupil experiencing extreme behavioural difficulties making it difficult to cope with full-time attendance. Following a suspension, pupils meet with the Headteacher for a re-integration discussion before returning to their class, or an appropriate other location if deemed necessary.

Differentiated response

We recognise that there are times when a differentiated response is needed. If children find it hard to adhere to the pro-social behaviour model, reasonable adjustments are made depending on individual circumstances. We recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically or due to a specific or special educational need (SEND) or mental health need. We also recognise the difference between detrimental behaviour as an immediate reaction to an event or situation and a planned or premeditated detrimental behaviour.

A Risk Reduction Plan may be required for an individual child. The purpose of the plan is to:

- provide a consistent response and approach by all adults
- promote pro-social behaviour and identify strengths and interests
- provide targeted opportunities for pro-social experiences
- provide a personalised approach to their specific behavioural needs.

Where individual behaviour plans are in place, we are working with children with particular needs in order to improve their behaviour or attendance. We still maintain the school's high expectations and work with the pupil and their parents or carers to improve behaviour and attendance, taking account of individual circumstances.

These children may require additional, more specialised intervention from an external agency that can provide advice and guidance: a multi-agency assessment may be taken to assess an individual's needs. These agencies might include:

- the Herts County Council Behaviour Support Team (STEPS Central Supervision)
- an Educational Psychologist
- LINKS Academy
- Child and Adolescent Mental Health Service (CAMHS)
- Harpenden Plus Partnership (HPP)
- School Health.

Restrictive physical intervention (reasonable force)

Members of staff take steps in advance to avoid the need for restrictive physical intervention – see 'de-escalation' above.

The use of restrictive physical interventions is only appropriate in the following circumstances and in line with DfE guidance: [Use of Reasonable Force](#)

- to prevent a child from committing a criminal offence
- to prevent a child from injuring self or others
- to prevent or stop a child from causing serious damage to property.

In line with our commitment to safeguarding and safer working practices, all staff receive Therapeutic Thinking (STEPS) training about anti-social and pro-social touch. This training ensures staff are aware of appropriate ways in which to support a child or to encourage a child to move away from a situation and de-escalate, before reasonable force becomes necessary. Staff are informed of ways that are considered unsafe and/or inappropriate with regard to touching or attempting to move a child. Staff are made aware that it is illegal to use any form of physical force as a consequence (punishment/sanction).

Training

All staff joining Redbourn Primary School receive behaviour management training as part of their induction programme (see induction and safeguarding policies). In addition, all teaching and support staff receive yearly Therapeutic Thinking (STEPS) training with a full 6-hour programme delivered at least every 3 years, or more often where necessary, for example following significant staff turnover. Further training is provided through-out the year during staff meetings or as part of in-service training (INSET). Additional training is organised if leaders recognise a need to update or improve knowledge in any specific areas relating to this or any other policy linked to behaviour.

Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents – recorded and reviewed by SLT
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed by Behaviour Lead, Tracey Couch

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be ratified by the Full Governing Body annually. It will be reviewed by the Behaviour Lead and Headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). The Curriculum Committee will be used to review and approve changes outside of the yearly full governing board review. After each review any policy updates will be ratified at the next Full Governing Body meeting.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the full governing board annually.

APPENDIX 1

The Governing Body has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. The Governors believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of children outside school, in Redbourn, and in the wider community.

Schools are required to have a Behaviour Policy which includes the school rules. It is the responsibility of the Headteacher along with the staff at Redbourn Primary School to produce the school's Behaviour Policy and the duty of the Governing Body to provide the Headteacher with a clear written statement of the principles around which the Behaviour Policy will be formed and follow.

The Statement of Behaviour Principles will be reviewed regularly to take account of any legislative or other changes which may affect the content or relevance of this document.

Principles:

- Redbourn Primary is an inclusive school. Everyone should be free from discrimination, harassment and victimisation of any sort. Policies will reflect the duties under the Equality Act 2010.
- Everyone has the right to feel safe all of the time. School procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours. The school takes a zero-indifference approach to bullying and any form of discrimination.
- Every pupil should be educated in an environment where they feel valued, listened to and respected.
- Children should be encouraged to be accountable for their actions and the potential impact on themselves and others.
- Consequences should enable a pupil to reflect on and learn from a situation and to make reparation wherever possible.
- Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.
- Rewards and sanctions are used consistently by staff, in line with our Behaviour Policy.
- The decision to use physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of staff, in line with the Therapeutic Thinking (STEPS) programme.
- The school should work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.
- The Behaviour Policy explains that suspensions (fixed-term exclusions) and permanent exclusions will only be used as a last resort. Any exclusion should be issued in accordance with guidance from the Local Authority.

The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents, towards the school's staff, will not be tolerated.

Appendix 2

Our THRIVE values:

We are a team.

We are honest and trustworthy.
We are effective listeners and communicators.
We co-operate with one another.
We are helpful and we show empathy.

We are healthy.

We look after our physical and mental wellbeing.
We are happy.
We are resilient.
We have a growth mindset.

We are responsible.

We work hard.
We are determined.
We challenge ourselves.
We take responsibility for our actions, words and choices.
We are reflective learners.

We are innovative.

We are creative.
We love learning.
We are curious.
We are confident.
We take risks and make mistakes.
We are problem solvers.

We are valued.

We are inclusive.
We show respect, tolerance and equality.
We are kind.
We show gratitude.

We are empathetic.

We are well-rounded individuals.
We support and inspire others.
We strive to be the best version of ourselves.

Our school moto is **Loving Learning, Respecting All.**

Appendix 3

Our Golden Rules

We are gentle

We don't hurt others

We are kind and helpful

We don't hurt anybody's feelings

We listen

We don't interrupt

We are honest

We don't cover up the truth

We work hard

We don't waste our own or others' time

We look after property

We don't waste or damage things.

(developed by Jenny Mosley)

Appendix 4 – Rules that fall under the titles above

EYFS/KS1 Dining Hall Rules

- We wash or sanitise our hands before eating.
- We line up quietly in the hall and keep our hands to ourselves.
- We say please and thank you when being served.
- We only take what we intend to eat.
- We use our cutlery (knife, fork and spoon) to eat our lunch.
- We cut up food before putting it in our mouths.
- We talk quietly to people sitting near us and do not shout across to others who are further away.
- We put up our hand to ask if we can eat our pudding.
- We put up our hand to ask to leave the table.
- We help to clear away our food, tray, cutlery and cup.
- If we have packed lunch, we take our rubbish home and clear away our water cup.
- We walk in the hall.

EYFS/KS1 Playground Rules

- We follow the Golden Rules.
- We walk down the slope to the playground.
- We play on the sloped playground and the flat playground.
- We play on the climbing equipment and astro-turf area if it is dry and an adult gives permission.
- We use the quiet area for drawing and reading.
- We do not go behind the sheds or play houses.
- We go on the climbing equipment when the weather has been dry and we have been given permission.
- We only use the large field when the weather has been dry and an adult gives permission.
- We stand still without talking when the whistle blows. If we are climbing on equipment, we get down.
- We walk to our lines without talking when a second whistle blows.
- We look after all the school equipment.
- If we are playing with equipment, we bring it to put away when the second whistle blows.
- We only use equipment allocated to us.
- If we need to, we ask to use the toilet, wash our hands and return outside.

EYFS/KS1 Out of Bounds Areas (at playtime and lunch time):

- Behind the sheds on the EYFS/KS1 playground.
- Behind the shed on path towards the Year 5 classroom.
- Fenced areas outside Reception and Year 1.
- The path towards KS2, past the edge of the flat playground.
- KS2 playground.
- KS2 play equipment.
- Daily Mile track.
- Toilets, unless permission given to use.

KS2 Dining Hall Rules

- We wash or sanitise our hands before eating.
- We line up quietly in the dining hall and keep our hands to ourselves.
- We say please and thank you when being served.
- We only take what we intend to eat.
- We use our cutlery (knife, fork and spoon) to eat our lunch.
- We cut up food before putting it in our mouths.
- We talk quietly to people sitting near us and do not shout across to others who are further away.
- We put up our hand to ask if we can eat our pudding.
- We put our hand up to ask to leave the table.
- We help to clear away our food, tray, cutlery and cup.
- If we have packed lunch, we take our rubbish home and clear away our water cup.
- We walk in the hall.

KS2 Playground Rules

- We follow the Golden Rules.
- We play on the large flat playground.
- We use the quiet area for reading and colouring.
- We play on the tyres and play trail if they are not wet/icy, and an adult gives permission
- We follow the rota for the play trail and any other areas, for our class.
- We play on the field when the weather has been dry and an adult gives permission (usually only during Spring and Summer Terms).
- When the whistle blows, we stand still and stop talking.
- We walk to line up when the second whistle blows.
- We line up in our line order, without talking.
- We look after the play equipment we have been given to use.
- We only use the play equipment allocated to our class.
- If we are playing with equipment, we bring it to put away when the second whistle blows.
- We only leave designated play areas to use the toilet, then come straight back.

KS2 Out of Bounds Areas (at playtime and lunchtime):

- the grassy banks between the hall and the Lower Block.
- the path between the quiet area and the Lower Block.
- the area outside the dining room, other than to access the toilets.
- The area around the sheds, including on and behind the wall.
- the bank outside the hall and ALPs room.
- between the ALPs and Year 6 block.
- the bank down to the field.
- the grass between Year 6 block and the hedge.
- anywhere behind the Year 3 & 4 block (field or path).
- the Daily Mile track (on permission)
- the KS1 playground.
- the KS1 play equipment.

Wet Playtime Rules

- We find a quiet activity to do e.g. reading/drawing/jigsaw/board game.
- We put everything away tidily, back where it came from at the end of playtime.
- We follow usual classroom rules and avoid throwing, running or shouting.

Appendix 5

Health & Safety, Safeguarding Rules & Banned items

Redbourn Primary Health & Safety and Safeguarding Rules 2024 – 2025	
1	All children and adults are expected to speak politely and with respect to all on the school grounds and to comply with the Home School Agreement.
2	Verbal or physical intimidation and aggression towards adults or children is not permitted on the school grounds. This includes racial, prejudicial or discriminatory language and gestures and applies to all adults and children on the school grounds. The school reserves the right to contact the police in the event of a breach of this rule.
3	Unless attending a pre-arranged club, pupils should arrive on the school grounds no earlier than 8.40am and go straight to their classrooms.
4	Parents and children must use the KS1 Gate, the Main Entrance Gate or the Crouch Hall Lane gate to enter and exit the school grounds. Except when specifically arranged, (for example before or after an event in the KS2 hall or an evening hire) accessing the grounds via either staff car park is not permitted by non-staff. This applies to adults and children, drivers and pedestrians. It applies to users of any club before or after school.
5	Pupils will not be permitted to enter the classroom until they have finished, if they are eating food when they arrive at school. Pupils must be collected promptly when school ends: 3:15pm (R, 1&2), 3:20pm (3,4,5&6), 3:30pm (N) and leave the grounds no later than 3.30pm except with the Headteacher's prior permission. Pupils not collected by 3.30pm will wait in the School Office. Pupils attending after-school clubs should be collected promptly at the appointed time via the agreed collection point and may leave wearing sports kit.
6	Pupils who arrive after 8.55am must be accompanied to the School Office by an adult, where they must be signed in. Pupil absence must be reported by 9.15am, otherwise unauthorised. Pupils and staff who have suffered from sickness and/or diarrhoea must remain at home for 48 hours before returning to school.
7	Pupils must bring packed lunches in to school with them by 8:55am. School lunches can be ordered up to 9am remotely by parents. If no packed lunch is provided at drop off, pupils will be provided with a jacket potato and filling with fruit. Unless a child qualifies for free school meals, parents will be billed by The Pantry for this meal.
8	Children are not allowed to wear SMART watches in school. A fitbit or similar gadget that counts steps only is fine, but any smart watches/device that is able to send/receive calls or messages or take photographs is treated the same as mobile phones and are not allowed to be used on site. Alarms and alerts must be turned off watches as they are a distraction.
9	All playground equipment, grassy areas and the field are out of bounds to all children and adults before and after school, unless participating in a pre-arranged club. The equipment and resources in the EYFS outdoor area This includes pre-school children accompanying adults at drop off and pick-up.
10	No bicycles, scooters or skateboards may be ridden in the school grounds by any child or adult. (Participants and instructors participating in 'Bikability' sessions are exempt from this rule, during the hours of instruction only.)
11	No mobile phone use is permitted in public areas on the school site by adults or children. Adults' phones must be in bags/pockets while on our school site, unless via prior agreement with the Headteacher in exceptional circumstances. Staff are permitted to use phones in the staffroom and in any school office. The PPA room and walk-in classroom cupboards may also be used as long as usage remains out of sight and earshot of pupils. Any other exceptional circumstance must be agreed by the Headteacher in advance. Pupils in Year 5 and 6 are permitted to bring a phone to school in accordance with our mobile phone agreement. These must be in their bags while on the school site, and handed in to an adult in the classroom between 8:40am and 3:20pm. Please refer to the school's mobile phone agreement for further detail. Children cannot wear a watch/Fitbit which can send/receive messages or take photos or be a distraction. All watches/Fitbits will be removed for PE, the school accepts no responsibility for loss or damage.
12	No illegal or dangerous items may be brought onto our school site. This includes, but is not limited to knives, penknives, guns, fireworks, illegal drugs as well as items deemed racist, homophobic or discriminatory and also includes items considered to be of an 'adult' nature and all pornography. Alcohol may not be brought on to the school site by any child. Adults must not bring alcohol on site, except as part of a pre-agreed arrangement with the Headteacher for specific celebrations or events. Children must not carry lighters, matches, glue, solvents, or any other chemical. Use of these items by adults is also prohibited on site, notwithstanding use for operational purposes by contractors or school staff. Steel toe capped footwear may not be worn on site except where worn by contractors or site staff as part of recognised safety clothing, and only during times when engaged in contracted work. Tobacco, cigarettes, e-cigarettes (vapes) may not be brought onto our school site by pupils. Adults may have these items amongst their personal property, but they must be safely stored and not be used while on school property (see 14).

	We politely request items such as bags and clothing branded with age-inappropriate content, such as 'Fortnite' or 'Grand Theft Auto', are also not brought on to school site by pupils.
13	Pupils are not allowed to bring any form of medication with them to school. Any medication should be signed-in by an adult, via the school office. Separate arrangements will be made for medication needed by pupils during residential trips. All information relating to medication for pupils can be found in our supporting children with medical conditions policy.
14	Articles of value or money should not be brought into school, with the exception of cash payments for fundraising events, when money must be given to the teacher at the start of the day. The school accepts no responsibility for loss or damage to items of value brought on to our site. Trading cards, fidget-toys and other gadgets, electronic devices, should not be brought into school, with the exception of special permission given for an event or celebration.
15	Dogs are not allowed on to the school grounds, apart from official assistance dogs or as part of an arranged visit by an educational group or charity.
16	Smoking, including all forms of e-cigarette, is not permitted anywhere on the school grounds, including during any after-hours event. We politely request that areas immediately outside the school gates also remain smoke-free to avoid children and others inhaling second-hand smoke when entering the site.
17	All children and adults must keep to the marked pedestrian paths around the school site. The grassy banks outside the Year 3/4/5 classrooms are out of bounds. Walking across/through either of the staff car parks is not permitted by non-staff.
18	The two gated car parks are for staff parking only. They may not be used for Morning Club drop-off, or for collecting from After School Club or any other clubs running after school. This rule applies Monday to Friday in term time.
19	All pupils are required to wear smart school uniform and school PE kit (Please see website for uniform list). All pupils must wear black school shoes with an enclosed toe. These may be trainers as long as they are completely black, including soles, laces and logos or plain, flat, completely black ankle boots. No jewellery may be worn by pupils except a wristwatch and a small pair of stud earrings. All pupils with hair which is shoulder length or longer, must tie it back. Hair accessories should be red, white, grey or black, and discrete. Hair braids should be plain and use clear, red, white, grey or black bands. Hair wraps or braids with coloured extensions are not allowed.
20	Pupils are not permitted to wear make-up, hair stencils or other decoration or temporary tattoos. Finger nails must be natural: no varnish, gels, extensions or nail art is permitted.
21	On charity non-uniform days, rules 18 & 19 are replaced by rule 20. Jewellery is still not permitted, other than a wristwatch and small pair of stud earrings. Any make-up/face paint/nail varnish must be appropriate for the event and pupil's age, and must be removed before the following school day. Shoes must have a closed toe/ not slip off easily.
22	Pupils should bring a named water bottle for use in the classroom. Pupils in N to Year 2 will be provided with a free, healthy snack of fresh or dried fruit or vegetables every day. Pupils in Year 3 to 6 may bring in a healthy snack of fresh or dried fruit or vegetables only. Pupils should not share their snack with others. If attending an afterschool club where a snack is permitted, this snack must be in line with school packed lunch guidelines and comply with any additional guidelines put in place by each specific club.
23	Packed lunch contents may only be eaten in dining areas, at lunchtime. Lunches should be brought in a sealed, named box. Nuts and products containing nuts are not permitted in school at any time. Glass containers, canned drinks, sweets, chewing gum and fizzy drinks are not permitted. Pupils eating school dinners are permitted to bring extra food or drink for lunch, in line packed lunch guidelines. Please check ingredient lists carefully on products such as cereal bars and chocolate spread. Pupils must not share their food. (See packed lunch guidelines page on our website).
24	Pupils must walk when inside, when moving between classrooms and when moving around the school site. When pupils are asked to line up, this must be in their given line order and in silence. Pupils must follow all instructions from all staff and fully participate in all educational activities. Pupils must not let themselves out of classrooms.
25	Pupils should come to school with all equipment needed for the day. This may include, reading book & record, library book, home learning, PE/swimming kit, packed lunch, musical instrument.
26	Pupils in Year 5 and above are permitted to walk home alone at 3:20pm upon completion of a permission form. They may not take younger siblings with them.
27	Under 16's may not collect pupils from school without specific prior arrangement with The Headteacher.

27	All adults and children on school site are expected to follow any additional, temporary rules put in place, for example, measures linked to any outbreak of a contagious illness. In accordance with Public Health Agency Guidelines, parents should inform the school if their child is diagnosed with a contagious illness.
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