



Risby CEVC Primary School

Behaviour Policy

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Approved by:	
Signature of Chair of Governors:	
Date approved:	
Review date:	

Inspired by the Parable of the Sower (Matthew 13), Risby CEVC Primary School provides the good soil where every child can Believe, Grow and Shine, flourishing in God's love.

At Risby CEVC Primary School we are committed to creating a nurturing, calm, safe and supportive environment in which children can Believe, Grow & Shine. Our behaviour policy focuses on creating a positive behaviour culture that reflects our Christian values: Kindness, Koinonia, Perseverance, Respect, Service and Wisdom. We understand that being taught how to behave well and appropriately within the context of our Christian values is vital if children are to succeed: both academically and personally.

1. Relevant legislation, statutory requirements, and guidance:

The following documents are all relevant and may be signposted within our behaviour policy.

- Behaviour in Schools: Advice for headteacher and school staff (DfE, February 2024)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, August 2024)
- Searching, Screening and Confiscation: Advice for schools (DfE, July 2022)
- Evaluating behaviour and attitudes; School inspection handbook (Ofsted, September 2024)
- Keeping children safe in education 2026 (DfE, September 2026)
- Relationships, Sex and Health Education statutory guidance (DfE, September 2026)
- Special educational needs and disability code of practice: 0 to 25 years (DfE, January 2015)
- Use of reasonable force: Advice for headteachers, staff and governing bodies (DfE, 2025)
- Equality Act 2010, Part 6: Education (April 2010)
- Education and Inspections Act 2006, Section 89 (November 2006)

2. Definitions

Behaviour: anything that individuals say and do.

Valued behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the school's values. A more detailed description of the valued behaviours linked to school values can be found in Section 6a.

Inconvenient behaviour: behaviour that creates a barrier to a child's ability to engage in learning or that interrupts the learning or wellbeing of others.

Detrimental behaviour: behaviour that hurts or hinders an individual, the community or the environment. Detrimental behaviour can be anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values. Examples of detrimental behaviour and how adults should respond at Risby can be found in Section 7.

Dangerous behaviour: a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Being Therapeutic: An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. This policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

Discrimination: any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. More details on bullying and Risby's responses can be found in Section 7 and the school's anti-bullying policy.

Abuse: a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

Special educational need (SEN): a learning difficulty or disability that calls for provision different from or additional to that normally available to children of the same age.

Protective consequences: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms.

Educational consequences: the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.

3. Aims

At Risby CEVC Primary School we recognise the links between behaviour, feelings, and experiences.

Our approach to behaviour management is aligned with the Therapeutic Thinking training. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Ltd. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.

Therefore, this policy, and its application, aims to:

- Create positive experiences for all children
- Protect the physical and emotional wellbeing of all members of the school community
- Maintain a safe, calm environment that enables all children to learn
- Analyse and interpret all behaviour as a form of communication
- Ensure all children are provided with what they need to develop valued behaviour
- Explicitly teach valued behaviours, so that children make progress
- Analyse and reduce suspensions and exclusions
- Eliminate prejudice, discrimination, bullying, and all forms of abuse

4. Staff training and development

At Risby we recognise every adult at the school has an important role to play in developing children's valued behaviour and reducing detrimental behaviour. We also recognise that every member of staff requires support and training to achieve this.

All staff will receive training about the school's approach to behaviour from a member of the Senior Leadership Team as part of their induction. This will focus on core principles, as well as the roles and responsibilities of key staff. This will take place wherever possible before the new colleague starts working directly with children, or as soon as possible thereafter.

Peripatetic staff, external providers and supply staff will be asked to read and accept a summary document (see Appendix 1), explaining the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a member of the Senior Leadership Team before starting to work directly with children.

Annual training

The school will provide regular reminders and updates about the behaviour policy and its application for all staff this will happen at least once annually.

A culture of learning and support

At Risby we recognise that in order to teach valued behaviour and modify detrimental behaviour, adults at the school need to be emotionally available to children. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Where requests for support form a pattern, the KS Co-ordinator will explore with the colleague what ongoing support and training they may find beneficial.

All adults working at the school are expected and supported to reflect on their practice. This is designed to identify how they can enhance ways of teaching valued behaviour and modifying detrimental behaviour. These reflections will take many forms and may include the following; personal / internal reflection, informal discussion with a skilled colleague, co-reflection following observation, professional learning conversation linked to appraisal, supervision.

Targeted support

If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided. This may take many different forms and may include one or more of the following:

- Joint planning with a colleague
- Co-delivery with a colleague
- Observations and co-reflection with a colleague
- Formal training
- Performance review

5. Roles and responsibilities

The Governing Body

The governing body are responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness through conversations, feedback and data.
- Holding the headteacher to account for its implementation.

Headteacher

The Headteacher is responsible for:

- Reviewing and approving (with governors) this policy
- Ensuring that all staff understand the principles and approaches to children's behaviour described in this policy
- Ensuring that all stakeholders (staff, children, parents/carers, governors) are involved in reviewing and updating this policy
- Ensuring all staff have appropriate training and support to teach valued behaviour and reduce children's detrimental behaviour
- Reviewing data relating to children's behaviour to ensure no groups of children are disadvantaged by the policy and its implementation.

Senior Leadership Team

The Senior Leadership team are responsible for the following:

- Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and performance review
- addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of children's behaviour, using this information to support Risby's stated aims and the principles of this policy
- Providing updates, reminders, and training for colleagues about children's behaviour and this policy, as requested by the Headteacher
- Contributing to the induction of new staff, including ensuring staff have access to training or support to develop skills and understanding

All members of staff

All members of staff are responsible for:

- Teaching valued behaviour
- Modelling valued behaviour
- Analysing and interpreting children's behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for children
- Supporting children to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with children's parents / carers

- Implementing this policy consistently

Parents and carers

Parents and carers work in partnership with the school to have a responsibility for their child's behaviour inside and outside school. As a school, we will endeavour to build positive relationships with parents and carers and are committed to working in partnership to meet the needs of all children. We will inform parents / carers about their child's valued behaviour and discuss any concerns regarding detrimental behaviour so that we can work in partnership and address these concerns promptly.

Parents and carers, where possible, should:

- Collaborate with the school around the support provided for their child
- Reinforce the school's behaviour policy at home where appropriate (in particular, section 6)
- Support their child in understanding and following the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with the class teacher in the first instance
- Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour with the school directly
- Engage in the life of the school and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

Children

We believe that the children have the right to:

- work and learn in a supportive and safe environment
- have a voice and be listened to
- be treated fairly and with respect
- have their belongings treated with respect
- have reasonable adjustments made to best support their individual needs

Children will:

- be taught about valued behaviour and that by attending Risby school they understand these ambitions
- be recognised and celebrated for valued behaviour
- understand that this policy remains relevant beyond school, for example on the way to and from school, on trips and visits, as well as in the community when they can be identified as a member of the school
- be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation of this policy
- recognise that some children will need more teaching and support than others, in order to secure valued behaviour and reduce detrimental behaviour
- understand that all adults are expected to implement this policy consistently
- understand how to raise concerns or ask for support.

6. Valued Behaviour

Valued behaviour creates helpful feelings in self or others. It includes actions that are characterised by a concern for the rights, feelings and welfare of self or others.

Behaviour Curriculum: Intent

At Risby CEVC Primary School, our Christian values (**Kindness, Koinonia, Perseverance, Respect, Service and Wisdom**) are at the heart of our approach and teaching of behaviour. Each one of our values is linked to feelings we aim to create for the children and what this might look like at Risby.

Kindness

We teach and encourage the children to act with kindness towards themselves and others. By practising kindness every day children learn to be compassionate, confident and responsible members of society. The helpful, positive feelings we want the children to develop include:

- happiness – feeling good when helping others.
- empathy – understanding how others feel.
- compassion – wanting to help someone who is upset or struggling.
- friendship – feeling connected and valued by others.
- belonging – feeling accepted as part of the school community.
- gratitude – appreciating the kindness shown by others.
- safety – feeling cared for and supported.
- pride – feeling positive about making good choices and helping others

At Risby, children are supported and enabled to show kindness by:

- sharing resources and taking turns fairly
- using kind words
- including others in games and activities and making everyone feel welcome
- being polite and using good manners
- helping someone who is struggling
- thinking about others and caring about how other people feel

Koinonia

We believe that koinonia helps children thrive both socially and academically. By working positively with others, children build confidence, resilience and responsibility, helping to create a supportive and inclusive school community where everyone can succeed. The helpful, positive feelings we want the children to experience include:

- belonging – feeling part of a group.
- connection – feeling supported by others.
- confidence – knowing their ideas and contributions matter.
- trust – feeling able to rely on others and be relied upon.
- achievement – experiencing success through working together.
- respect – valuing different strengths, views and contributions.
- encouragement – feeling motivated and supported by peers.
- pride – recognising what can be accomplished as a team.

At Risby, children are supported and enabled to show koinonia by:

- working cooperatively with others.
- listening to and valuing different ideas, opinions and contributions
- taking turns and sharing resources fairly.
- encouraging others and celebrating their successes.
- contributing and participating to group tasks.
- solving problems together respectfully.
- showing patience and understanding when working with others.

Perseverance

We encourage children to persevere when faced with challenges and to view mistakes as opportunities to learn and grow. By remaining positive, trying their best and learning from setbacks, children build the skills needed to overcome obstacles and achieve their goals both in school and beyond. The helpful, positive feelings we want the children to experience include:

- confidence – believing they can succeed through effort.
- resilience – feeling able to cope with challenges and setbacks.
- pride – recognising their achievements and progress.
- determination – feeling motivated to keep trying.
- achievement – experiencing success after hard work.
- independence – developing trust in their own abilities.
- self-belief – knowing that mistakes are part of learning.

At Risby, children are supported and enabled to show perseverance when they:

- keep trying, even when they find something difficult
- learn from mistakes and use them to improve
- ask for help when they need it and then continue with their learning
- concentrate and stay focused on learning and do not give up easily
- work hard and practise skills regularly to improve
- remain positive and bounce back after setbacks/when things do not go as planned

Respect

We believe that respect forms the foundation of a positive, safe and inclusive learning environment. We encourage the children to show respect for themselves, each other and the world around them. By showing respect, children help to foster a community in which everyone can learn, thrive and succeed. The helpful, positive feelings we want the children to experience include:

- safety – feeling secure and treated kindly by others.
- belonging – feeling accepted and valued within the school community.
- dignity – knowing they are worthy of consideration and care.
- trust – feeling confident that others will treat them fairly.
- confidence – feeling able to express themselves appropriately.
- self-worth – recognising that they matter and their voice is important.
- inclusion – feeling welcomed and respected for who they are.
- pride – taking pride in their actions, behaviour and community

At Risby, children are supported and enabled to show respect by:

- listening when someone is talking
- following adult instructions
- concentrating and managing distractions
- using kind, polite and respectful words
- showing tolerance and valuing other people's ideas, feeling and beliefs
- treating everyone fairly
- celebrating differences and including others
- taking care of our own and others' belongings
- looking after school resources and our environment

Service

We encourage children to serve others by contributing positively to the school, local community and wider world. By giving their time, effort and support to others, children foster a caring and respectful community where everyone can flourish. The helpful, positive feelings we want the children to experience include:

- purpose – feeling that they can make a positive difference.
- pride – feeling good about helping others and contributing to their community.
- compassion – caring about the needs and wellbeing of others.
- responsibility – understanding that their actions have a positive impact.
- belonging – feeling connected to their school and wider community.
- gratitude – appreciating the contributions of others.
- empathy – understanding and responding to the feelings and needs of others.
- fulfilment – experiencing satisfaction from helping and supporting others.

At Risby, children are supported and enabled to show the value of service by:

- helping others without expecting a reward
- acting as positive role models for others
- supporting younger children and classmates
- contributing to school life and the community
- helping others

Wisdom

We encourage children to develop wisdom by learning from their experiences, reflecting on their actions and making thoughtful choices. Through wisdom, children develop confidence, responsibility and independence, enabling them to make decisions that support both their own wellbeing and that of others. The helpful, positive feelings we want the children to experience include:

- confidence – feeling able to make good choices.
- curiosity – being eager to learn and understand more.
- responsibility – recognising the impact of their decisions.
- self-belief – trusting their judgement and knowledge.
- security – feeling equipped to navigate challenges.
- thoughtfulness – considering the feelings and needs of others.
- independence – making informed decisions for themselves.

- pride – using learning and experience to grow and succeed.

At Risby, children are supported and enabled to show the value of wisdom by:

- thinking before they act
- making sensible, responsible choices
- learning from their mistakes and successes
- asking questions to deepen their understanding
- using their knowledge to solve problems
- considering the consequences of their actions
- listening to advice and reflecting on feedback
- using their learning to help themselves and others

Behaviour Curriculum: Implementation

Recognising and celebrating valued behaviour

Adults must take every opportunity available to recognise and celebrate valued behaviour. This should happen as soon as possible once the valued behaviour has been observed. At Risby we recognise that specific praise is the best recognition for children because it is immediate, genuine, and reinforces valued behaviour. Some children will benefit from additional recognition and celebration because of their needs. There are different ways in which adults can recognise and celebrate valued behaviour. In all cases the children's individual needs will be considered and may alter the approach taken. The strategies adults deploy at Risby may include some of the following:

- Non-verbal recognition / affirmation such as smiling, nodding, thumbs up
- Specific verbal praise / recognition (e.g. telling the child what they have done and how it made you feel)
- Contact with home: e.g. phone calls, face-to-face
- DOJO points/rewards
- Raffle tickets, stickers
- Certificate in celebration assembly

Some pupils, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others. Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings. Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

Behaviour Curriculum: Impact

The school will continuously analyse and review the progress children make in relation to valued behaviour. The progress measures that children make as a result of the education they receive may include:

- reduced frequency and/or severity of detrimental behaviours
- increase in attendance

- greater engagement in learning activities
- deeper understanding of emotions and feelings
- increased co-regulation and self-regulation
- setting themselves goals
- having more confidence in their own abilities
- greater perseverance and more able to wait for what they want
- looking after their bodies, including healthy eating, and managing personal needs independently
- developing friendships
- co-operating
- resolving conflicts

The way we will analyse these measures are:

- Data recorded regarding severity and frequency of detrimental behaviours using Arbor
- Regular discussion in staff/SLT meetings about the progress of groups and individuals seen in observation and using professional judgement.
- Collection of pupil voice through debrief, school council meetings, PSHE lessons, circle times etc
- Governor and SIP monitoring visits

7. Inconvenient and detrimental behaviours

Inconvenient behaviour is defined as behaviour that creates a barrier to a child's ability to engage in learning or that interrupts the learning or wellbeing of others.

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

At Risby we recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. For some children, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration. For some children their known additional / special educational needs may influence their behaviour. For more information on pupils' special educational needs please refer to the school's SEND Information Report and SEND policy.

Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach children about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the detrimental behaviour. The responses will always consider the needs of the child displaying detrimental behaviour and be adapted accordingly.

Responding to detrimental behaviour

Some detrimental behaviours may not be unusual at Risby, and as far as possible staff are expected, encouraged, and supported to respond to these themselves. Examples may include (but are not limited to):

- talking over/ interrupting adults
- not attempting/refusing to work
- calling out
- distracting others
- lack of care for equipment or the environment
- not following instructions
- unkind words e.g name-calling, swearing
- hurting others

Adults will remind children that at Risby we do not expect to see detrimental behaviours and encourage children to show valued behaviours at the start of every lesson and before any transition from the classroom (e.g going to collective worship, playtime etc). Adults' responses to detrimental behaviours of this kind could include one or more of the following:

- Restating the expected valued behaviour – calmly making it clear what the child should be doing.
- Non-verbal intervention – moving closer to the child, using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.
- Proximal praise – recognising and celebrating those children who are doing what has been asked; restating the specific valued behaviour they are demonstrating.
- Check-in – asking 'are you ok?' 'what do you need?' or 'how can I help?' during or immediately after a detrimental behaviour.
- Refocus – gain the child's attention, use their name, then restate the specific valued behaviour that is expected at that moment.
- Positive phrasing – gain the pupil's attention, give a clear, unambiguous instruction, delivered with clarity. End with 'thank you'. *E.g. Adam, put the pen down on the table. Thank you.* If needed repeat but don't change the phrasing.
- Describe the behaviour – use the pupil's name then tell them simply and calmly what they are doing that is detrimental. *E.g Adam, calling out is a detrimental behaviour.*
- Limited choice – provides two options of equal value to give the pupil an element of control over what happens next, within the boundaries set by the adult. These need to be acceptable choice to both adult and child and something we can facilitate *E.g. Adam, shall we talk here or in the corridor?* If a child pushes back, adults should stick with the choices they have given e.g *Today you can.....*
- Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental less successful and effective in the moment for the pupil. This strategy is effective in order to take the power away from some behaviours (e.g attention needing) as the behaviour then become pointless, *E.g.if a child goes under the table: Adam, you can listen from there.* The adult should then focus on catching the pupil getting it right.

- Intervene – gain the pupil’s attention, use their name, then deliver an intervention or protective or educational consequence designed to enable change behaviour by increasing the level of support / scaffolding / teaching. This may require the child to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the child to make progress and demonstrate understanding.
- Apply consequences – any child displaying detrimental behaviour may be subject to educational or protective consequences designed to mitigate harm. Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching children about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences should initially be given by class teachers and should reflect and align with our school values. They may include one or more of the following:
 - Conversation/time to reflect on how this made the people involved feel (developing empathy, tolerance and understanding)
 - Reteaching and practising the valued behaviour
 - Scaffolding the valued behaviour, for example through a social story, visual reminder, modelling
 - Guided breaktimes – observing ‘safe’ play
 - Use of limited choice *e.g we are all sitting quietly now, will you sit quietly on your chair or the carpet*
 - Assisting with repairs/tidying up if something is broken or damaged
 - Persistent disruption – time in another classroom to observe valued behaviour/complete work
 - Refusing/not completing work – completing work in own time
 - Increased adult input/supervision for a defined period of time

If the educational consequences are not successful or the behaviour doesn’t change the Key Stage Co-ordinator will then become involved.

Analysing patterns of detrimental behaviour

The Senior Leadership Team have a duty to collate, analyse, and act on data relating to detrimental behaviour. All adults may be asked to contribute information relevant to the analysis of behaviour.

Where children display detrimental behaviour, the class teacher will record these incidents on Arbor and be supported by the Key Stage Co-ordinator to analyse patterns. Continued detrimental behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need. The Early Prognosis tool will be used to undertake this analysis. It provides a structure for staff to describe patterns of behaviour, consider what may be influencing the child (risk and protective factors), explore functions of behaviour (e.g. sensory, emotional, social, tangible), capture pupil and family voice, and plan adaptations.

8. Dangerous behaviours

Dangerous behaviour is defined any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility. Examples may include (but are not limited to):

- physical violence
- vandalism and/or damage to property
- refusal to follow reasonable requests with implications for health and safety of the child or others e.g. leaving the school premises without permission
- swearing and using abusive language towards others;
- biting
- racist / homophobic or extreme views
- hate directed at others
- theft

Responding to dangerous behaviour

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

- separation from adults and/or peers e.g removal from the classroom, playground
- limiting access to named areas of the school e.g if a child is showing dangerous behaviour outside then they may have to have break indoors
- accessing different activities / equipment to peers,
- increased levels of adult support and supervision e.g 1:1 supervision at unstructured social times
- individual risk assessment and behaviour support plan
- restricted off site activities
- temporarily reduced timetables,
- suspension, or permanent exclusion (more detail can be found in the exclusions policy).

Parents will always be informed on the same day once the decision to apply protective consequences has been made. These decisions will be taken by the Headteacher, or Deputy Head in the Headteachers absence. In all cases educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

In addition, dangerous behaviour could be categorised in one of the following four areas, for which there are specific considerations in addition to those detailed above.

- Bullying.** Bullying, including cyberbullying, is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person/group by another person/group, where the relationship involves an imbalance of power. This can include incidents of bullying outside of the school premises or normal school hours. Bullying is always unacceptable at Risby and the school will always take action to address it. See the school's anti-bullying and on-line safety policy for more information.

- ii. **Prohibited items.** These include: knives or weapons; any article a staff member reasonably suspects has been used or has been threatened to be used to commit an offence/ to cause personal injury to /damage to the property of, any person; illegal drugs; other toxic or psychoactive substances; stolen items; fireworks or other explosives; pornography or sexual imagery; alcohol; tobacco; e-cigarettes and vapes. The Headteacher and staff they authorise have a statutory power to search a child or their possessions where they have reasonable grounds to suspect that the child may have a prohibited item listed above. More detail about searching and confiscation can be found in Appendix 2.
- iii. **Prejudice and discrimination.** All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups as a result of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable at Risby and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by senior leaders on Arbor, monitored by the Headteacher, and be fully reviewed regularly (at least termly) by the Headteacher and members of the senior leadership team. At Risby we strive to eliminate all forms of prejudice and discrimination by educating pupils through: intent and design of the curriculum in every subject, PSHE curriculum, behaviour curriculum including assembly and modelling anti-discriminatory behaviour. More detail can be found in the school's Equality policy.
- iv. **Child-on-child sexual violence and sexual harassment.** This can be defined as behaviour that is most likely to include (but may not be limited to):
- non-consensual sexual activity
 - sexual harassment such as sexual comments, remarks, jokes and online sexual harassment
 - sexting
 - upskirting

These behaviours are never acceptable at Risby, and the school will always address them where they are known to exist. The school will also actively strive to prevent this abuse, as we recognise it may exist even when there are no reports. Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE). All staff must report any concerns immediately to the DSL.

All staff must also recognise that downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Further consideration of the school's response to child-on-child abuse can be found in the Safeguarding policy.

8. Restorative Debrief Conversations

Restorative conversations are used to help a child understand the impact of their behaviour, repair relationships, and learn the skills needed to succeed next time. These conversations are calm, non-shaming, predictable, and take place only when the child is regulated. They are not a punishment. They are a teachable moment.

Structure of a restorative conversation:

- **Regulate**

Help the child feel calm and safe.

"Are you feeling ready to talk?"

"Let's sit together where it's quiet."

- **Connect**

Establish a connection and show that you are on their side.

"I'm here to help you."

"It looks like things felt hard for you."

- **Explore the Behaviour (without blame)**

Use curiosity to understand the need or trigger. Allow the child to tell their story and support their story with non-judgemental accurate descriptions (e.g if they left things out)

"What was happening just before...?"

"How were you feeling in your body?"

- **Understand the Impact**

Gently support the child to see how their behaviour affected others.

"What do you think happened for ____ when that happened?"

"How did that make them feel?"

- **Repair**

Discuss what could help put things right.

"What could we do to help them feel better?"

"Is there something you would like to say or do?"

- **Plan for Success**

This is the learning stage. Plan for a different response if it should happen again.

"What could we try next time you feel like that?"

"What would help you stay safe/calm/regulated?"

- **Reconnect and Move On**

End positively.

"Thank you for talking with me."

"You're ready to get back to your day now."

Debrief is a necessary component of a behaviour curriculum. It is essential for behaviour change. Restorative debrief needs to be curious, not critical. It should explore the child's dysregulation and their values and beliefs. Without teaching there is no learning; without learning there is no progress. Debrief creates a system of evaluation and review to establish what happened, how it happened, and how we use teaching and learning to develop the skills and motivation to enable behaviour change.

9. Specific considerations

We recognise that some groups of children may require additional support or adaptations to enable them to demonstrate valued behaviour. This includes (but is not limited to):

- **Pupils with SEND:** We will make reasonable adjustments to our expectations and responses, taking into account the nature of pupils' needs. We will work closely with SENCOs, parents/carers, and external agencies to ensure provision is appropriate.
- **Pupils with particular protected characteristics:** We recognise that some pupils may face additional barriers or challenges. For example, we will consider whether pupils experiencing or at risk of discrimination require additional support or positive action to ensure they can thrive.
- **Pupils from different cultural or religious backgrounds:** We will ensure our expectations and responses are culturally sensitive and do not disadvantage pupils because of their background. Further details about our commitment to equality can be found in our Equality Policy.

Links to other policies

- Safeguarding and Child Protection
- Suspensions and Exclusions
- Anti-bullying
- Special Educational Needs
- Online Safety
- Equality

Appendix 1: Behaviour Curriculum and Behaviour Expectations summary

At Risby we recognise that all behaviour is a form of communication. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. All adults working with children at Risby are responsible for:

- Creating positive experiences for children
- Teaching and modelling valued behaviour.
- Supporting children to reduce detrimental behaviour
- Working in partnership with parents / carers
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Maintaining their own physical and emotional welfare and supporting colleagues to maintain this.
- Analysing and interpreting children's behaviour as a form of communication
- Implementing this policy consistently.

Adults at the school need to be emotionally available to the children. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues.

Adults should take every opportunity available to recognise and celebrate valued behaviour.

Valued Behaviour

At Risby CEVC Primary School, valued behaviour is behaviour that creates helpful feelings in ourselves and others. It reflects care, responsibility and consideration for the rights, feelings and wellbeing of everyone in our community.

Our behaviour curriculum is built upon our six Christian values:

- **Kindness** - showing care, compassion and consideration for others.
- **Koinonia** - working together positively and contributing to a supportive community.
- **Perseverance** - continuing to try when faced with challenge or difficulty.
- **Respect** - valuing ourselves, others and the environment.
- **Service** - helping others and making a positive contribution to the community.
- **Wisdom** - making thoughtful, responsible decisions and learning from experience.

Through these values, we aim to develop positive feelings such as belonging, confidence, safety, empathy, resilience, trust, responsibility and pride. Children are explicitly taught what these values look like in practice through their daily interactions, learning experiences and relationships across the school.

Examples of valued behaviour include:

- Using kind and respectful language.
- Listening to others and following instructions.
- Including others and working cooperatively.
- Taking responsibility for actions and choices.
- Showing resilience and learning from mistakes.
- Helping others and contributing positively to school life.
- Thinking carefully about decisions and their consequences.
- Caring for resources, property and the environment.

Recognising and Celebrating Valued Behaviour

Adults actively recognise and celebrate valued behaviour to reinforce positive choices and strengthen children's understanding of our values.

Recognition may include:

- Non-verbal acknowledgement (e.g. smiles, thumbs up, nods).
- Specific verbal praise.
- Communication with parents and carers.
- DOJO points and rewards.
- Stickers or raffle tickets.
- Celebration assembly certificates.

Recognition is individualised to meet children's needs. While some children respond positively to public praise, others may benefit more from private feedback and encouragement.

Inconvenient and Detrimental Behaviour

Inconvenient behaviour creates a barrier to learning or disrupts the learning and wellbeing of others.

Detrimental behaviour hurts or hinders an individual, the community or the environment, resulting in unhelpful feelings and negative experiences.

Examples may include:

- Calling out or interrupting.
- Refusing to engage with learning.
- Not following instructions.
- Distracting others.
- Unkind language.
- Damaging resources or property.
- Hurting others physically or emotionally.

At Risby, we recognise that all behaviour is a form of communication and may indicate an unmet need. Staff seek to understand the reasons behind behaviour whilst maintaining high expectations and teaching valued behaviour. Responses are designed to be:

- Consistent and timely.
- Supportive and educational.
- Adapted to individual needs.
- Focused on teaching and restoring valued behaviour.

Strategies may include reminders, positive phrasing, refocusing, check-ins, limited choices, reteaching expected behaviours and educational consequences. Where patterns of detrimental behaviour emerge, staff analyse the behaviour alongside pupil and family voice to identify barriers, unmet needs and appropriate support.

Dangerous Behaviour

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

- Physical violence.
- Biting.

- Leaving the school site without permission.
- Significant damage to property.
- Swearing or abusive language directed at others.
- Racist, homophobic or hate-related behaviour.
- Theft.
- Behaviour that would be considered criminal if carried out by a person of criminal responsibility age

The following should be recorded and shared with a senior leader as soon as practically possible, so that an effective response can be agreed without delay:

- All dangerous behaviours/actions which will imminently result in serious harm to self or others
 - Physical
 - Emotional
 - Mental
 - reputational
- Dangerous behaviour/actions that could lead to significant damage to property requiring external support
- Behaviour that could be considered criminal
- Suspected dangerous behaviour

Appendix 2: Searching and confiscation

- i. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.
- ii. The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).
- iii. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a child was in possession of a prohibited item. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately.
- iv. Before any search takes place, the member of staff conducting the search should explain to the child why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the child before conducting a search. If the child is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they: are in possession of a prohibited item; do not understand the instruction; are unaware of what a search may involve; or have had a previous distressing experience of being searched.
- v. The search must only take place on the school premises or where the member of staff has lawful control or charge of the child, for example on a school trip. Wherever possible it should be conducted away from other children.
- vi. The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.
- vii. A member of staff may search a child's outer clothing, pockets, possessions, desks or lockers. A child's possessions can only be searched in the presence of the child and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- viii. Any search by a member of staff for a prohibited item and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found.
- ix. Parents will always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any protective and educational consequences applied.