



## Rawdon St Peter's C of E Primary School

### Relationship & Behaviour Policy

At Rawdon St Peter's we inspire, nurture and immerse ourselves in the world around us, exploring and embracing new opportunities. We promote love and friendship, honesty, endurance, fairness, thankfulness and respect, preparing us for new situations and challenges that life can bring. As God taught us, we love ourselves, each other and welcome everyone, exploring cultures and beliefs together. We learn together. We love together. We grow together.

I came to give life – life in all its fullness (John 10:10)



Love and Friendship



Honesty



Endurance



Thankfulness



Fairness



Respect

|                       |                                      |
|-----------------------|--------------------------------------|
| Date Ratified         | 31 <sup>st</sup> July 2026           |
| Review Date           | 1 <sup>st</sup> September 2027       |
| Committee Responsible | Safeguarding and Wellbeing Committee |

## **Statement of Intent**

Rawdon St Peter's Church of England Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are fully committed to giving our pupils the unconditional positive regard that they need to feel happy, safe and secure, whilst helping them to understand their own behaviour choices and how their choices impact on others. We believe that building positive relationships of trust, care and understanding is at the heart of enabling children to become successful learners and happy confident members of the community.

In doing this, we have developed a culture of respect for all, equality of opportunity and endless tenacity to remove barriers for children now and help them to be successful in adult life. We aim to create an open culture around the discussion of mental health and wellbeing to empower our children to be able to understand their choices and regulate their emotions. We pride ourselves on:

- Promoting a positive climate and learning culture within school
- Providing a safe school environment for all
- Developing an understanding of what appropriate behaviour is
- Defining a framework for rewarding success and de-escalating negative behaviour
- Promoting self-esteem, self-regulation and positive relationships with all staff members
- Involving parents/carers, pupils and staff in the application of this policy and establishing strong communication.

How we do this is encapsulated in the relationship between adult and pupil and our belief in developing intrinsically motivated pupils. We reward positive choices and help pupils understand their behaviour so that they can make good and safe choices as they progress through the primary phase and on to secondary school.

Praise and positive feedback that is specific and sincere will promote autonomy and establish positive behaviour for learning, as well as building confidence and promoting self-esteem. Expectations of our pupils are high. Adults recognise and reward positive behaviour and celebrate attitudes to learning, play and transition through school at every opportunity.

All staff and pupils contribute to this culture. This is what makes Rawdon St Peter's Primary School unique. Relationships are the cornerstone of the culture of our school.

## **Legal Framework**

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006

- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2026) Restrictive Interventions including the use of Reasonable Force
- DfE (2015) Special educational needs and disability code of practice: 0 to 25 years
- DfE (2018) Mental health and behaviour in schools
- DfE (2024) Behaviour in schools: Advice for headteachers and school staff
- DfE (2026) Keeping children safe in education
- DfE (2022) Searching, Screening and Confiscation: Advice for schools
- DfE (2026) DfE – Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement
- DfE (2026) Mobile phones in schools
- DfE (2024) Creating a school behaviour culture: audit and action planning tools

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- RSP Suspension and Exclusion Policy
- RSE Policy
- Staff Code of Conduct
- Physical Intervention Policy

The appendices provide supplementary information to support understanding of this policy and should be read alongside the main policy where relevant.

### **Roles and Responsibilities**

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

- The implementation and monitoring of this policy
- The behaviour procedures at the school

- Overseeing the whole-school approach to mental health, training for staff and engagement with parents
- Reporting to the governing board on the impact of this policy
- Providing additional support where and if needed

The SENCO (Special Educational Needs Coordinator) will be responsible for:

- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Planning and delivery of lessons using adaptive teaching strategies to ensure that every pupil achieves their full potential.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching, support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils' Responsibilities:

At Rawdon St Peter's, we want every child to feel safe, valued and able to learn. Pupils have an important role to play in creating a positive school environment and are expected to:

- Be RSP - demonstrate our school values of Love and Friendship, Honesty, Endurance, Thankfulness, Fairness and Respect in their words and actions
- Follow the instructions of all adults in school promptly and respectfully
- Be ready to learn by arriving on time and giving their best effort in lessons
- Take responsibility for their own actions and choices
- Be honest when discussing incidents or concerns
- Respect the learning of others by avoiding behaviour that disrupts lessons or activities
- Look after school property, resources and the wider environment

- Include others and celebrate differences within our school community
- Seek help from an adult if they are worried about themselves or someone else
- Use technology safely and responsibly both in and out of school
- Engage positively in restorative conversations and take steps to repair any harm caused by their behaviour
- Accept consequences when they are applied and use them as an opportunity to learn and make better choices in the future.

By taking responsibility for their actions and living out our school values, pupils help to create a happy, safe and successful school community where everyone can flourish.

Parents and carers play a vital role in helping children develop positive attitudes, behaviour and relationships. We ask parents and carers to:

- Support the school's values, behaviour expectations and policies
- Encourage their child to behave respectfully and responsibly towards others, recognising that mutual respect is expected between all members of the school community
- Ensure their child attends school regularly, punctually and ready to learn.
- Work in partnership with school staff to address any concerns relating to behaviour.
- Inform the school of any circumstances at home that may affect their child's behaviour, wellbeing or learning.
- Support restorative approaches by encouraging their child to reflect on their behaviour and take responsibility for their actions.
- Engage with meetings, support plans or interventions when requested by the school.
- Ensure their child understands and follows expectations relating to online behaviour and the safe use of technology.
- Support the school's decisions regarding reasonable consequences and behaviour management, recognising that these are intended to help children learn from their mistakes and make positive choices in the future.

By working together, parents, carers and school staff can create a consistent approach that supports children to thrive academically, socially and emotionally.

### **The Ten Aspects of Our Relationship and Behaviour Policy**

At Rawdon St Peter's, our approach to relationships and behaviour is based around our six key Christian values, promoting positive mental health and emotional wellbeing, and developing pupils' spiritual and moral understanding within our Christian community and faith.



Love and Friendship



Honesty



Endurance



Thankfulness



Fairness



Respect

The expectation of all pupils is that they will:

- Follow the school rules at all times – being RSP
- Take responsibility for their choices.
- Understand that there is a consequence for their actions, positive or negative.

We recognise the need for strong relationships and the importance of remaining consistent in our approach through our ten key aspects:

- 1) School Rules (Ready. Safe. Proud)
- 2) Visual Timetables
- 3) Soft Start - Meet and Greet
- 4) Rewards
  - Dojos
  - Whole Class Rewards
  - Lunchtime Tokens
  - Be the Best you can be Award
  - Learning Reflections
- 5) Kindness Charter
- 6) Bucket Filling
- 7) Restorative Conversations
- 8) RIP and PIP
- 9) Zones of Regulation
- 10) Consequences

### 1) School Rules

We have three very simple and very clear school rules:

1. **Ready** - We always follow instructions from an adult in school and are ready to do as asked.
2. **Safe** - We always keep ourselves safe and never hurt others.
3. **Proud** - We always make choices and behave in a way that makes us proud of who we are.

Pupils are expected to know these school rules by heart and follow them at all times. They are used at all times throughout school including in the playground.

Expectations are discussed, agreed and set in each classroom. These are centred around the 'Ready, Safe, Proud' rules. If pupils are part of discussions about what we should see in school, they are more likely to adhere to the expectations, understand their importance and recognise the impact of their behaviour. The agreed rules are displayed in all classes so that expectations are clear to everyone.

Adults in school use a range of strategies to remind pupils of expectations. Examples include:

- Name - Command - Thank You
- When... Then...

- Yes... When...
- What/Where, rather than WHY
- Use a 'rule reminder' for minor behaviour, e.g. 'The rule is...'
- Use 'I need you to... Thank you' rather than 'please'.

| Expectations | What does this look like?                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Why is it important?                                                               |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| READY        | <ul style="list-style-type: none"> <li>• We are in the right place at the right time.</li> <li>• We have the right equipment for our learning (e.g. correct uniform / PE kit).</li> <li>• We will show good listening by using our eyes and ears and giving the speaker our full attention.</li> <li>• We engage with all learning tasks set for us.</li> <li>• We will follow the instructions that adults give us.</li> </ul>                                                      | <b>To make the most of the opportunities we have at school.</b>                    |
| SAFE         | <ul style="list-style-type: none"> <li>• We use and store equipment appropriately (e.g. stationery, PE equipment and break time equipment)</li> <li>• Our behaviour is appropriate to the environment we are in. (e.g. walk on the left in the corridor and stairs, outdoor areas for football/basketball, quiet areas for chatting with friends).</li> <li>• We sit on the carpet and our chairs safely.</li> <li>• We will follow the instructions that adults give us.</li> </ul> | <b>To keep ourselves and others in our school safe.</b>                            |
| Proud        | <ul style="list-style-type: none"> <li>• We make <b>everyone</b> feel welcome (e.g. use good manners, say good morning/afternoon, hold doors open).</li> <li>• We use quiet voices inside and speak kindly to each other.</li> <li>• We show respect for our school and classroom environment by keeping it tidy and putting things away in the correct place.</li> <li>• We will follow the instructions that adults give us.</li> </ul>                                            | <b>To help us to grow into good citizens who contribute well to the community.</b> |

Along with our key values, these aspects underpin our whole school and are the basis for how we form meaningful relationships – adult to adult, pupil to adult and pupil to pupil – and promote positive behaviour and emotional wellbeing.

## 2) Visual Timetables

Each classroom displays a visual timetable, which is updated and discussed briefly at the end of each day in preparation for the next. This helps pupils come to school each day knowing what is happening and when.

Visual timetables are displayed where they can be seen by all pupils, using appropriate pictures and font sizes. The same pictures are used across school to support transition between classrooms.

## 3) Soft Start – Meet and Greet

Each morning, we operate a 'Soft Start' for entry into school. Teachers remain in their classrooms to greet pupils positively upon arrival. We do this to help pupils feel welcome and to formally mark the start of the day. A gentle activity is available each morning; this helps to set expectations for the day, with pupils routinely settling into their work and engaging in their learning.

Learning Support Assistants are positioned at doors to follow the same approach and ensure pupils make

their way promptly to classrooms, ready to begin their morning learning with a positive mindset.

At this point, parents/carers can pass on key information, and school staff can check pupils' emotional wellbeing and take swift action to support those who may need additional help to settle into the day.

#### **4) Rewards**

##### **Dojos**

Our children need to recognise when they are doing well and making positive choices. By noticing, acknowledging and reinforcing positive behaviour, we help children understand the impact of their actions and encourage them to continue making positive choices. Extrinsic rewards and recognition are used purposefully to reinforce expectations and celebrate success, with the longer-term aim of supporting children to develop intrinsic motivation, self-regulation and a sense of personal responsibility.

In doing this, pupils can earn Dojos. They can earn them for any aspect of school life that their class teacher or another member of staff feels deserves recognition. Dojos can be given in recognition of our school values, for making great contributions in lessons, being the best that they can be and generally having a great day. Adults value opportunities to give praise, and Dojos reinforce the recognition of positive choices. It is the responsibility of adults to create a climate in which pupils can gain Dojos and feel positive.

Pupils can exchange their Dojos for experiences at our Dojo Shop. These reward experiences are decided by the School Council and reviewed annually. Pupils can choose either to spend their Dojos as soon as they have enough for an experience or to save them for a bigger reward. To claim a chosen experience, pupils complete a Dojo Shop slip, indicating the experience they wish to redeem. This can be done at the end of a week, and pupils will then receive their experience at the end of each half term. Pupils have full ownership of how and when they decide to spend their Dojos. At the end of the school year, any Dojos a pupil has not spent are carried over to the next school year.

By downloading the free version of the Dojo app, parents/carers are able to see how many Dojos their child has, when they were awarded and which member of staff awarded them. This enables supportive conversations at home to celebrate their child's hard work and achievements.

##### **Whole Class Rewards**

Each half term, adults in classes work alongside pupils to set a class reward. This whole-class, half-termly reward allows pupils and staff to work together to create a positive culture of teamwork. As well as agreeing the whole-class reward, the class works together to decide how they will achieve it, for example, by gaining a given number of marbles in a jar.

The agreed class reward is displayed in each classroom to act as a visual reminder which can also be referred to as needed.

Rewards are earned by the class as a team and are not guaranteed.

### Lunchtime Tokens

The same expectations are followed at lunchtimes. During this time, adults can give children a coloured token linked to their 'Team' (England, Northern Ireland, Scotland, Wales) in recognition of their excellent behaviour choices, applying our school rules and values and having positive interactions with others. At the end of each half term, the team with the most tokens receive a non-uniform day.

### Be the Best you can Be Award

At Rawdon St Peter's, each Friday, adults choose two pupils from their class to be recognised for exemplary behaviour, attitudes and conduct in school. These are pupils who consistently make the right choices and give their best effort in everything they do. They demonstrate our school values, have a positive mindset and go above and beyond in their behaviour and learning. Pupils who receive these awards are celebrated in our Friday Collective Worship.

In recognition of this award, children are invited to have drinks and a biscuit (or ice lolly in the summer months) with the Headteacher or other member of staff each Friday. This is an extra opportunity to praise pupils who have achieved this award and let them know how proud we are of them.

### Learning Reflections

Our pupils are supported to develop their understanding of what helps them learn well. Classes hold a short learning reflection before lunchtime and at the end of the day. During this time, pupils consider how well their learning has gone and why. This approach helps pupils develop self-awareness, enabling them to learn from experience and develop their interpersonal skills.

Pupils are awarded Dojos in recognition of honest and thoughtful reflections.

## 5. The RSP Kindness Charter

The Rawdon St Peter's Kindness Charter has been written by pupils and adults in our school. It promotes ongoing kindness across school and supports pupils' and adults' understanding of what it means and feels like to be kind to others.

Our school community knows that, in a world where you can be anything, be kind.

## 6. Bucket Filling

Bucket Filling is based on the book 'Have You Filled a Bucket Today?' Pupils and staff look for opportunities to recognise positive behaviour and acts of kindness. These are collected in personal buckets, and comments received are collected into books so that pupils have a record of positive comments made about them. This encourages pupils to value the feelings generated by doing something positive for others and the intrinsic reward they receive.

Comments can be added to buckets at appropriate times throughout the week and are then shared



during Collective Worship Reflection in classes.

To allow buckets to be filled across school, communal buckets can be found in key spaces, where pupils and adults can pay a compliment to others in our wider school community.

## **7. Restorative Conversations**

At Rawdon St Peter's, we have created an environment where children are given time and space to put things right. This is done through restorative conversations, helping children to connect in order to correct.

A restorative conversation is a dialogue focused on repairing relationships damaged by conflict or harm, promoting reflection in a positive and constructive manner. It's not about punishment, but rather about understanding the impact of actions, taking responsibility, and finding ways to make things right.

These conversations are facilitated by adults who support the understanding of the children they are working with. The aim is for the restorative conversation to help everyone involved to understand what has happened, understand how everyone involved is feeling, then seek to repair the relationship and agree a way forward ensuring whatever the issue is, does not reoccur.

Pupils will be made aware that restorative conversations will be recorded on CPOMS - the school's electronic system for recording and monitoring safeguarding, pastoral and behaviour-related concerns and incidents. This allows leaders and teachers to identify patterns of behaviour, see where improvements are not being made and identify where more support may be needed. This may then lead to a conversation with parents/carers and a more bespoke approach.

## **8. RIP (Reprimand in Private) and PIP (Praise in Public)**

### **Praise in Public (PIP)**

All staff give regular praise to pupils to reinforce their positive behaviour choices. Regular praise helps our pupils understand that they are doing well and making great choices. Praise should always be specific, targeted, public and sincere. This is what gives it power. This is done through our ongoing use of Dojos, use of stickers and by offering verbal praise.

### **Reprimand in Private (RIP)**

Reprimand should take the form of a calm, private conversation or redirection through a coaching conversation that only the pupil for whom it is intended can hear. Adults always speak to pupils calmly, respectfully and positively.

Adults use a restorative approach to conversations alongside a tone of voice that is calm, reflective and appropriate to the situation being addressed. RIP may take different forms depending on the conversation and incident. For example:

- A quiet word at the pupil's desk: Approaching the child discreetly during independent work to address the behaviour.
- A brief conversation in a quiet corner of the classroom: Moving the child to a less public space

within the classroom for a quick discussion.

- A short meeting outside the classroom: Stepping into a corridor or quiet area for a more focused conversation.
- Using a pre-arranged signal: A subtle cue to the child that their behaviour needs to change, followed by a private conversation later.
- Addressing the behaviour after the lesson: Discussing the incident with the child individually once the immediate situation has passed.

Pupils will be made aware that a coaching conversation will be recorded on CPOMS. This allows leaders and teachers to identify patterns of behaviour, see where improvements are not being made and identify where more support may be needed. This may then lead to a conversation with parents/carers and a more bespoke response.

Adults at Rawdon St Peter's never shout at pupils, express negativity or sarcasm, or use derogatory tones towards them.

## 9. Zones of Regulation

The Zones of Regulation is a framework that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, social skills, self-care, and overall wellness. It provides us with an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured zones, all of which are expected in life.

| Blue                                                                                | Green                                                                                 | Yellow                                                                                | Red                                                                                   |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |
| <b>Low</b>                                                                          | <b>Happy</b>                                                                          | <b>Wobbly</b>                                                                         | <b>Angry</b>                                                                          |
| <b>Running Slow</b>                                                                 | <b>Good to Go</b>                                                                     | <b>Caution</b>                                                                        | <b>STOP</b>                                                                           |
| unhappy<br>tired<br>withdrawn<br>tearful                                            | positive<br>proud<br>calm<br>focused                                                  | excited<br>nervous<br>frustrated<br>annoyed                                           | mad<br>furious<br>yelling<br>aggressive                                               |

The emotional vocabulary and colours provide a common language used across school by both pupils and adults. It is recognised that the zone a person is experiencing may change throughout the day.

Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. In using the Zones of Regulation, we aim to teach our pupils to identify emotions in themselves and others and provide them with a bank of strategies to support their emotional wellbeing. This approach is used at appropriate times such as reflection times, during restorative conversations or during check-ins.

In addition, children are taught strategies to support their wellbeing and self-regulation in weekly RSP Ready lessons. These lessons take place in all classes, once a week.

## What are the different Zones?

**Blue Zone:** low level of alertness; not ready to learn; feels sad, sick, tired, bored, moving slowly.

**Green Zone:** calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

**Yellow Zone:** heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

**Red Zone:** heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

### 10. Consequences

Consequences remain an important part of helping children understand the impact of their actions and take responsibility for their behaviour. Restorative practice is not about avoiding consequences; rather, it ensures that consequences are fair, proportionate and focused on repairing harm wherever possible.

When behaviour falls below expectations, children are supported to reflect on what happened, who has been affected and what can be done to make things right. Consequences may still be applied, when necessary, but they are used alongside restorative conversations to promote learning, accountability and positive future choices.

Consequences within a restorative approach should be logical, proportionate and linked wherever possible to the behaviour that has occurred. Their purpose is to support reflection, accountability and positive behaviour change rather than to punish. Examples of appropriate consequences may include:

- Missing up to five minutes of a break time to complete work that has not been finished during lesson time due to a lack of focus or effort.
- Writing or delivering an apology when another person has been hurt or upset.
- Spending time with an adult reflecting on behaviour and discussing how a similar situation could be handled differently in the future.
- Temporarily moving seats or working in a different area of the classroom to support learning and reduce disruption.
- Missing part of a social time to repair, tidy or replace an area that has been deliberately left untidy.
- Having a restorative conversation with those (adults or/and children) affected by the behaviour to rebuild relationships and agree next steps.
- Receiving increased adult support, supervision or check-ins to help improve future behaviour choices.

In all cases, consequences should be delivered calmly and consistently, with the emphasis on helping children understand the impact of their actions, repair any harm caused and successfully re-engage with learning and the school community.

Where work has not been completed during lesson time due to inappropriate behaviour, the adult leading the class may apply the consequence of completing the work during the first five minutes of break time. This time can be earned back during the lesson if the pupil changes their behaviour. An adult

can apply this consequence for only one break time within a day.

The aim is not simply to punish inappropriate behaviour, but to help children develop self-awareness, empathy and the skills needed to maintain positive relationships within the school community.

### **Poor Behaviour**

We deal robustly with behaviour that falls short of our high expectations. If a pupil chooses not to follow the rules there is a structured response to help get them back on track.

- 1) One Rule Broken: Adult explains to the child privately which rule they have broken. The expectation is reiterated to the child, calmly, clearly and supportively. The adult explains the behaviour they are looking for and state an expression of encouragement to see this behaviour. When the child is seen exhibiting the desired behaviour, they are rewarded with Dojos.

*Example: 'Simon, can you help me understand why you are shouting out when I am talking? When I am talking, it's really important that you listen and don't shout out. Why don't we shout out? My expectation is that when I talk, you listen.'*

- 2) Two Rules Broken: As above, but this time the adult needs to set a personal target. On this second occasion, the tone and approach used should be firm but fair. A personal target is given verbally. The adult then must concentrate on making sure they catch the pupil doing the right thing and allowing them to gain Dojos and get back on track. Praise is powerful. Targets set will be specific, and time limited to the end of a lesson. If the target has not been met before the end of the lesson, the class teacher will remind the pupil of the expectation again privately, as the lesson finishes.

*Personal Target Example: 'Simon, I have asked you once not to talk when I am talking to the class. Do you understand what I expect of you? My expectation is that when I am talking, you listen.'*

- 3) Three Rules Broken: At this stage reminders and clarity of expectations have not had the desired effect. The tone used by the adult should be firm and clear. This pupil clearly needs greater intervention to meet the behaviour expectations. The adult will use the class walkie-talkie to contact the Senior Leader who is on duty to meet with the child outside the classroom. With privacy, they will have a restorative coaching conversation with them. This will explore what has happened, attempt to get to the heart of the problem, reiterate expectations and make clear that one further episode of behaviour will result in a conversation with parents and having to work outside the classroom for the rest of the lesson or even the rest of the day. This coaching conversation will be recorded on CPOMS.
- 4) Four Rules Broken: This is the final sanction, and the pupil will be taken by an adult to the Headteacher, where they will have a coaching conversation. If this is not possible, the Headteacher will go to them. The pupil will then work in an appropriate space in school, but not in the classroom. The aim is always to reintegrate the pupil into the classroom; however, this will be at the Headteacher's discretion and only when the Headteacher is confident that the pupil is regulated and ready to learn. Reintegration may include:

- Initial Check-in: A brief, calm conversation with a designated adult (teacher, learning support assistant, learning mentor) before re-entering the classroom to discuss readiness and expectations.
- Visual Supports: Using visual schedules or social stories to remind the pupil of classroom routines and expectations.
- Gradual Re-entry: Depending on the pupil and the situation, a phased return might be appropriate (e.g., joining for a specific activity first).
- Peer Support: Strategically pairing the pupil with a supportive peer who can model positive behaviour.
- Differentiated Tasks: Providing initial tasks that are achievable and build confidence upon their return.
- Positive Reinforcement: Explicitly acknowledging and praising positive behaviour and engagement upon reintegration.
- Opportunities for Repair: If the behaviour impacted others, facilitating a restorative conversation or activity.
- Follow-up: A brief check-in later in the day to review how the reintegration went.

The Headteacher will confirm to the pupil that their parent/carer will be contacted to inform them of the incident. The incident will also be recorded on CPOMS.

When adults in the classroom have coaching conversations with a child, these will be recorded in the Class Coaching Book by noting the child's name and the relevant school rule – Ready, Safe or Proud. This enables class teachers to reflect on and monitor patterns of behaviour and conduct within their class and to identify where further support may be needed. Staff should remain mindful of the distinction between behaviour and an underlying need, recognising that a child's behaviour may sometimes be a communication of an unmet need, difficulty or barrier. Patterns should therefore be considered in context, rather than individual incidents being viewed in isolation, so that appropriate support, reasonable adjustments or intervention can be considered where necessary. The Class Coaching Book is not routinely shared with children but may be used, where appropriate, as part of a supportive behaviour strategy or coaching conversation.

### **Repeating Poor Behaviour**

There may be occasions when, despite our best efforts, a pupil's behaviour does not improve and becomes disruptive to the learning and educational experience of others. Should this happen, the Headteacher or a member of staff with delegated responsibility will arrange a meeting with parents/carers to discuss and agree a more bespoke approach. This may include movement breaks, the use of a quiet space for reflection or a check-in with another adult for an additional coaching conversation.

The agreed way forward should always be logical and proportionate to the behaviour being exhibited.

### **Behaviour at Break Times**

It is important that all pupils feel safe during break times. Where behaviour during break time falls below the school's high expectations, or where there is an incident of inappropriate or aggressive behaviour,

the Headteacher or a member of staff with delegated responsibility will discuss this with the pupil and contact parents/carers to agree a way forward.

Behaviour that is unsafe during break time or falls below expectations may result in a pupil taking a break from the playground.

### **Privileges**

At Rawdon St Peter's, we believe that being part of our school community brings many privileges and opportunities. These include, but are not limited to, pupils sitting on benches during Collective Worship, representing the school at sporting events, competitions and performances, taking on leadership responsibilities and participating in special activities and visits. These privileges are earned through consistently demonstrating our school values and meeting our behaviour expectations.

Where a pupil's behaviour is persistently poor, or where there is limited improvement despite support and intervention, school leaders may review whether it is appropriate for the child to continue accessing certain privileges.

Any decision will be made fairly, proportionately and with the aim of helping the child understand the importance of responsibility, respect and positive contributions to our school community and will be discussed with parents.

### **Working with Parents**

At Rawdon St Peter's, we recognise that positive behaviour is most effectively supported when schools and families work together. We value the strong relationships we have with parents and carers and are committed to working in partnership to help every pupil succeed. Our door is always open, and we encourage parents to speak to us if they have concerns about behaviour at home or would like advice and support. Where appropriate, we can work alongside families to identify strategies that may help and can also make referrals to local cluster (Aireborough Family Services) services for additional support. This may include access to parenting programmes, family support workers, therapeutic interventions or other specialist services designed to support children and families. By working together, we can provide a consistent and supportive approach that helps children thrive both at home and at school.

### **Supporting Pupils with Additional Needs**

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities. We will address these needs via a more individual response.

Strategies used may include:

- Sensory Circuits
- Personalised Timetables
- Emotional Check-ins
- Behaviour Maps

- Prompt Cards/Non-verbal Cues
- Movement Breaks
- Sensory Breaks
- Adaptive Teaching Strategies

In creating an individualised response, we will work in partnership with parents as appropriate.

### **Physical Intervention**

In line with the school's Physical Intervention Policy, and advice given in [Restrictive Interventions including the use of Reasonable Force \(2026\)](#), trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, damaging school property, and to maintain good order and discipline in the classroom. At Rawdon St Peter's our approach to physical intervention is called Team Teach.

Team Teach techniques prioritise the safety of both staff and pupils and aim to avoid injury to the service user. However, it is important to acknowledge that despite the use of appropriate and trained techniques, it is possible that bruising or scratching may occur accidentally during a physical intervention. Such occurrences are not necessarily indicative of a failure of professional technique but can be a regrettable and infrequent 'side-effect' of ensuring the immediate safety of the individual and others in situations where all other de-escalation strategies have been exhausted.

Physical restraint will only be used as a last resort. Trained members of staff will use their professional judgement, based on the circumstances of the incident, to decide whether physical intervention is necessary. They will notify the Senior Leader on Call and the Headteacher, who will attend. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to support any physical intervention used.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Following an incident where physical intervention has been used, the members of staff involved will have a debrief meeting with the Headteacher or a member of staff with delegated responsibility. Parents/carers will also be contacted.

### **Behaviour Outside School**

We expect high standards of behaviour from our pupils in school. We encourage them to remember that they represent our school at all times and so their behaviour in the local community matters. It is important that positive behaviour is promoted outside of the school and any inappropriate behaviour dealt with. Therefore, the policy will also apply when our pupils are:

- Taking part in any school-organised or school-related activity;

- Travelling to or from school;
- Wearing school uniform;
- Serious incidents outside of school involving other school children;

Where we are unable to fully investigate serious incidents outside of school, the impact of these on school behaviour will be considered.

### **Supporting Behaviour Outside of School**

Parents and carers are welcome and encouraged to use RSP strategies to support pupils' behaviour at home. If a pupil's behaviour at home becomes concerning and further support is needed, parents/carers are encouraged to speak with a member of staff who can signpost them to useful advice or support.

### **Serious Behaviour**

Any behaviour that is so serious that it would be inappropriate to address it through these procedures should be referred to the Headteacher. This will result in a phone call home to parents/carers, a meeting with parents/carers and potentially an internal exclusion from class for a period of time.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the Headteacher to determine what behaviour necessitates a suspension, in line with the Suspension and Exclusion Policy.

Where serious behaviour is repeated, it may be appropriate to put a more individualised approach to support in place. This will be discussed with parents/carers.

Where behaviour is of such a serious nature that police involvement is required or considered appropriate, parents/carers will be informed in accordance with the school's established procedures for police involvement and visits to school.

## Appendix 1

### A Protocol for Police Visits

1. The police may visit school to speak to children about a child protection investigation or if they are investigating a crime or allegation. Should a visit be in relation to child protection, the Designated Safeguarding Lead is **usually** notified in advance via Children's Social Care.
2. If the police arrive at school, without notice, to see either a child, group of children or an adult, the **Designated Safeguarding Lead must be notified immediately**. This includes interrupting a meeting or phone call.
3. If the Designated Safeguarding Lead is not in school, a Deputy Safeguarding Lead should meet with the officer, listen and gather information to confirm why they have come to school.
4. The Deputy Safeguarding Lead should then contact the Designated Safeguarding Lead via telephone or video call to share this information and confirm next steps.
5. If the Designated Safeguarding Lead is not available, the Deputy Safeguarding Lead should contact another experienced Headteacher within the Aireborough Learning Partnership Trust for advice.
6. Staff at Rawdon St Peter's will not act in Loco Parentis in relation to legal or police matters without prior written consent from parents.



Whilst safeguarding our pupils, it is our right to ask questions and ensure that decisions made support a pupil's welfare and are not made without parental consultation or consent, unless doing so would place the pupil at risk. While schools act in loco parentis through a duty of care, they are not obligated to divulge confidential information to the police. The Headteacher must be satisfied that it is essential before allowing police interviews with pupils on school premises.

Staff at Rawdon St Peter's will not act in loco parentis when/if it would be possible for a parent to carry out this role themselves, even if it is at another time and venue.

### Key Definitions

#### **Appropriate Adult**

The role of the *appropriate adult* is to safeguard the interests, rights, entitlements and welfare of children and vulnerable people. In school this may mean sitting with a child whilst they are spoken to by a police officer or social worker.

#### **Loco Parentis (in place of a parent)**

In loco parentis is the concept that someone with the care of a child stands in for their parent in their absence. RSP will act in loco parentis while a pupil is in its care in relation to its duty of care; however, by acting in loco parentis, RSP does not assume legal parental responsibility.

## **Appendix 2 – Relationship Policy**

Below are the least intrusive intervention strategies that can be used to support positive behaviour when teaching (Lemov, D., 2015). They are key tools for QFT. These are not included in the behaviour rules that lead to intervention from SLT; rather, they are used to keep the class on track positively, reinforcing positive behaviour and using praise to reinforce expectations.

**1. 'Non-verbal Intervention'** is when you use gestures or your proximity to a pupil to mitigate low-level disruption in a non-invasive way

- The advantage of this technique is that the teaching does not stop while the disruption is being addressed, so the flow of the lesson is not interrupted in any way. It is also a respectful way to refocus pupils because it gives them an opportunity to self-regulate their behaviour without being shamed or embarrassed in front of their peers.

### **Example of using gestures**

- If a pupil is fiddling with their pen or whiteboard during a phonics lesson, you might use a downward hand gesture to signal to the child to put their pen down whilst the rest of the pupils continue to read sounds that you point to on the board.

### **Example of using proximity**

- If you notice a pupil no longer following the text during whole class reading, you might walk closer to where they are sitting whilst continuing to read, to prompt them to follow the text. Here, you're using your own proximity to the pupil to redirect their attention, without needing to say any words. Other pupils are unlikely to even be aware that you are intervening.
- These are great ways to refocus off-task pupils without stopping teaching. However, such interventions can become invasive if not performed correctly.

### **Non-example**

- A pupil is fiddling with their pen or whiteboard during a phonics lesson, so you use a downward hand gesture to signal to the child to put their pen down and wait, looking at them intently with a frown on your face until they do.
- In the above example, the teacher stops teaching. Therefore, the rest of the class has stopped learning and is now watching the non-verbal communication between the teacher and the off-task pupil. This may embarrass the pupil and cause lost learning time. Always aim to use non-verbal interventions discreetly while continuing to teach the lesson.

**2. 'Positive Group Correction'** is a quick verbal reminder addressed to the whole class.

Why address the whole group rather than individuals?

**There are two reasons for this:**

- Saying the names of pupils who are not complying with your instructions may cause embarrassment or escalate the behaviour to a confrontation that further disrupts the lesson.
- In addressing the whole class, you may prompt others to check their behaviour who may also be off task - but you hadn't noticed.

This intervention is best framed in a positive way – by describing the solution rather than the problem. For example, 'Everybody should have their pens down and eyes to me'. The correction needs to be short and direct so as not to disrupt the flow of the lesson.

If you want to increase accountability of individual pupils, you could non-verbally indicate to a specific pupil whilst still speaking to the whole class.

**3. Anonymous Individual Correction**

- 'Anonymous Individual Correction' is similar to positive group correction in that it is anonymous and solution-focused. However, it also informs the class that some pupils are not yet meeting the expectation. For example: 'Eyes on me. I am still waiting for two more pupils.'

- Anonymity reduces the level of disruption caused, as it prevents pupils from being tempted to turn and face the individual being addressed. It addresses the behaviour in a respectful way, helping to maintain an environment of mutual trust and respect.
- This technique also gives pupils more ownership over their behaviour as they identify for themselves that they are one of the pupils who isn't ready. This has the added benefit of encouraging independence and self-regulation.

#### **4. Private Individual Correction**

- 'Private Individual Correction' is when you address a pupil's behaviour discreetly whilst the rest of the class are working independently or with peers.
- What happens if the behaviour occurs during whole-class teaching?
- If you notice that a pupil is off task while you are addressing the whole class, you might give the class a quick task to complete, for example: 'Turn to your partner and tell them what you know about the topic being covered.' While they are doing this, you can approach the pupil, crouch down next to them and quietly address the behaviour, for example: 'Sunita, it's important that you understand this method of subtraction. It will help you work independently later. Make sure your eyes are on the board. Thank you.'

##### What makes this effective?

- It describes the solution ("Eyes on the board").
- It emphasises the purpose to the learner ("It will help you work independently")
- It is done respectfully and privately, rather than in front of the rest of the class.
- These features help to create a culture of mutual trust and respect which supports the development of effective relationships.

#### **5. Lightning-quick Public Correction**

- Sometimes it will not be possible to correct a pupil's behaviour privately.
- In such instances, it is important that the pupil under scrutiny is in the spotlight for as short a time as possible. This avoids unnecessarily embarrassing the pupil or disrupting the focus and attention of others.
- This type of public correction should be made as quickly as possible: preferably lightning-quick!

##### Here's how to do this:

- Name the pupil
- Name the behaviour you want to see (rather than stating what they are doing wrong)
- Bring the class focus back to the positive behaviour that's happening in the classroom
- Reinforce the pupil's now on-task behaviour (if it occurs)

##### Example - Singing a counting song in Early Years:

- "[Pupil name], I need to hear you. Brilliant singing at the back... Much better [pupil name]."

#### **6. Private Individual Precise Praise**

- One final technique that you may use, not so much to address low-level disruption directly but rather to encourage optimal behaviour and learning, is private individual precise praise.
- 'Private Individual Precise Praise' is when you go over to an individual pupil during independent work and whisper some positive praise for the good work or behaviour they have exhibited.

##### Example

You walk over to a pupil, crouch down near them and whisper, "[Pupil name], the explanation you gave to the class just now was outstanding – well done."

- This is a strategy that can help you to build effective and trusting relationships with pupils by balancing correction of behaviour or work with praise.



Rawdon  
St Peter's  
CE PRIMARY SCHOOL

# We are RSP

## READY • SAFE • PROUD

Together  
we learn,  
love and  
grow.  
✝

Together we learn, love and grow. ♥

★ We make the right choices so that everyone can learn, feel happy and be the best they can be. ★



### READY

*We are ready to learn.*



We come to school prepared and on time.



We are focused and ready to learn.



We listen carefully and follow instructions.



We have a positive attitude and try our best.



We show resilience and keep going.



Ready to learn, ready for opportunities, ready for the future.



### SAFE

*We keep ourselves and others safe.*



We look after everyone and treat others with kindness.



We keep our hands, feet and objects to ourselves.



We move around school calmly and sensibly.



We tell an adult if we are worried or something isn't right.



We look after our school and everything in it.



Safe in our bodies, safe in our relationships, safe in our school.



### PROUD

*We take pride in everything we do.*



We take pride in our work and our achievements.



We celebrate our success and the success of others.



We show respect for our differences and value everyone.



We are honest and take responsibility for our actions.



We reflect, learn from our mistakes and try to be even better.



Proud of who we are, proud of our school, proud of our community.



*When things go wrong, we make them right.*



We use restorative conversations.



What happened?



What were you thinking at the time?



Who has been affected by what happened?



What do you need to do to make things right?



How can we do things differently in the future?



How can I help you?



*Our 4 steps when things go wrong*

1



**STOP**

Take a breath and think.

2



**CHOOSE**

Make a better choice.

3



**REPAIR**

Put things right and say sorry.

4



**MOVE FORWARD**

Learn from it and move forward.



Love and Friendship



Endurance



Thankfulness



Respect



Fairness



Honesty

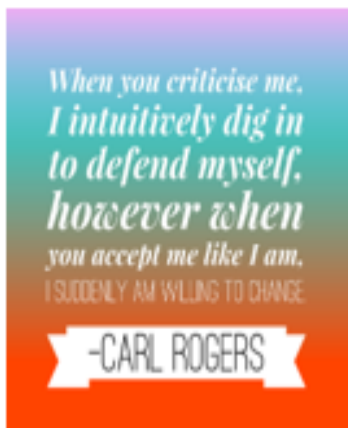
### Our Key Values

### *What is Unconditional Positive Regard?*

*An attitude of total acceptance without judgment.*

*An acceptance and support of each individual exactly how they are*

*An acceptance of someone regardless of their behaviour, what they do or say*



### Why have Unconditional Positive Regard?

*Individuals feel accepted, important and cared for.*

*Builds positive relationships*

*Individuals are more comfortable to share thoughts and feelings.*

*Individuals become more positive and it raises expectations.*

### Why do we need Unconditional Positive Regard at RSP?

*Supporting the Christian Values of our school.*

*Increasing level of Mental Health need*

*Support and challenge in equal measure*

### Additional Learning Needs

### *Low Confidence & Self Esteem*

### **How do I implement Unconditional Positive Regard?**

*An appropriate greeting each day which offers a fresh start.*

*Ongoing Positive and specific praise throughout the day*

Positive contact with home

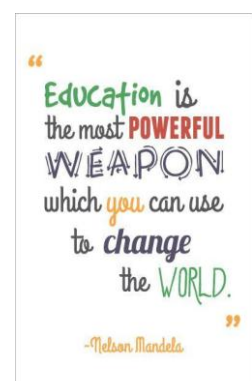
### *Taking an interest in your pupils*

*Do not take things personally*

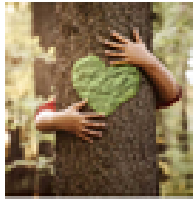
*Use specific language*

*Be positive, calm and understanding*

*Use clear, consistent boundaries with clear expectations*



# Kindness Charter



We treat others how we would like to be treated.



We show kindness to people around us.



We respect everyone's uniqueness.



We help each other.



We think of other people's feelings.



We think before we speak.

