



Rushwick C of E Primary School

Ask, Seek, Knock

Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. Matthew 7:7.

Behaviour Policy

Reviewed by	Approved by	Date of Approval	Version Approved	Next Review Date
VL	LAB	Sept 2025	V2	Sept 2026

Our Vision

'Ask, Seek, Knock'

Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. Matthew 7 Verse 7.

Inspired by the teachings of Jesus and recognising each person as a unique child of God, we work for the common good of everyone, ensuring our door is open for all to flourish. We encourage all to thoughtfully ask, graciously seek and courageously knock, so that together we can make a difference to our Rushwick School family and the wider world.

Our vision and values are rooted in scripture, particularly Jesus' teaching on Kingdom principles in the Sermon on the Mount. This is a practical lesson on how to live our lives, rooted in Christian Values.

At Rushwick, working with and for others, we endeavor for all our community to know how much they are valued by one another and God. Jesus teaches us to ask, seek and knock and in response, God will open our hearts and minds to receive, to find and the door will be opened to a world of opportunities.

Our School Values

We believe that as a school, we work in partnership with parents and carers to lead, guide, encourage and instruct children within a framework of rights, responsibilities, values and rules. Effective behaviour management is essential to the smooth running of our school and in the creation of an environment where everyone's faith, rights and responsibilities are addressed.

We are a Church of England Primary School where we respect and promote all Christian values. We have the highest expectations of conduct – we believe in the importance of good manners and in treating others with care and respect at all times, both in and outside of the classroom.

School Values:

Respect

Kindness

Trust

Compassion

Gratitude

Courage

Through consistent implementation of this policy we aim to:

- Support the improvement of standards of attainment of all our children, Reception to Year 6, and ensure that every child has the opportunity to achieve their best.
- Establish and maintain a happy, calm and safe working environment.
- Create an atmosphere where achievement is respected and valued.
- Have clear and high expectations of children's work and behaviour.
- Establish good working relationships and encourage mutual respect.
- Form an effective partnership with parents and children to maintain good discipline and behaviour.
- Celebrate the demonstration of good conduct and behaviour for learning.

At Rushwick, we aim to promote positive attitudes and respect through our three core rules:

Ready, Respectful, Safe

We are ready to learn. We are respectful to each other and school/others' property. We keep ourselves safe in and out of school and online.

All staff use these rules to highlight the behaviour they want to see around school, which ensures rewards and consequences are applied consistently. Expectations are reinforced through worship and in the way that staff and pupils interact throughout the school, each and every day.

ROLES AND RESPONSIBILITIES

In implementing this policy, it is expected that:

All staff will:

- Treat all children fairly and consistently.
- Expect high standards of work and behaviour.
- Take appropriate action immediately when any child fails to meet the school's expectations for behaviour.
- Recognise, acknowledge, praise and reward good work and behaviour.
- Take action when poor work or behaviour is encountered.
- Follow the defined Positive Behaviour Procedures and rewards and consequences policy without exception.
- Work in partnership with parents and other staff to achieve good behaviour.
- Participate in professional development with regard to this policy as appropriate and relevant.

Children will:

- Actively be involved in agreeing the school expectations.
- Accept consequences if required.

Parents and carers will be expected to:

- Work in partnership with the school to encourage respect, hard work and good behaviour.
- Support the school's policy on rewards and sanctions.
- Attend meetings with teachers to discuss their child when necessary.
- Formally agree to their child's school behaviour plan when the child's behaviour is non-compliant with behaviour expectations in school.
- Agree to work in partnership with agency referrals.

Behaviour Lead/SLT:

- Work with and support individual children who have behavioural difficulties.
- Follow the defined Positive Behaviour Procedures and rewards and sanctions policy without exception.
- Liaise and work in partnership with parents of children with behavioural difficulties.
- Provide support, practical and professional help to classroom teachers in dealing with children who have behavioural difficulties.
- Inform and work in partnership with class teachers and the Head in keeping them informed on issues, developments and concerns regarding behaviour and attendance.
- Follow school's policy and procedure regarding behaviour when working with individual children, groups of children or classes.
- Coordinate assessment, support and Individual Provision Maps for children with Social, Emotional and Mental Health needs including, behavioural support in accordance with the SEND Code of Practice.
- Respond to referrals of children requiring behaviour support.
- Work in partnership with parents, teachers and professionals to coordinate meetings and communication regarding children with SEMH needs.
- Liaise with relevant external agencies.

- Report to Governors / LAB (Local Academy Board) as appropriate and when required.
- Facilitate discussions on the effectiveness of behaviour policy and on effective classroom management.
- Support teachers in their classes in maintaining good behaviour, with appropriate rewards and consequences, and following up incidents.
- Play an active role as defined in the school's Behaviour Policy.
- Monitor, evaluate and review the Behaviour policy on a regular basis.
- Monitor referrals, emergency support and suspensions and liaison with external agencies.

Governors / LAB members will:

- Monitor suspensions, part time timetables and the effectiveness of the Behaviour Policy annually.
- Provide a panel to consider suspensions and appeals.
- Identify a Governor / LAB member with responsibility for Inclusion.
- Liaise with the WCF to ensure adequate provision for children with behavioural difficulties.

THE SCHOOL:

The physical environment and school's ethos create an atmosphere that strongly influences behaviour and attitudes. An environment that is well kept and attractive, that communicates clear messages about the purpose of the school and that values children's work and achievements will encourage them to take pride and respect in their school.

The school will provide:

- A welcoming entrance
- Adults and children who welcome and approach visitors helpfully.
- Effective maintenance of the building and grounds.
- Children's work on display around the school.
- Displays which reflect the life and activities of the school.
- A clean and tidy environment.

THE SCHOOL DAY:

Effective management of the school day helps provide a predictable and secure environment for the children which increases their sense of belonging and reduces uncertainty:

The SLT (Senior Leadership Team), in partnership with other staff as appropriate, will:

- Ensure that all areas of the school are properly supervised at the beginning and end of the school day as well as during break times and lunch times to encourage a calm and safe atmosphere.
- Ensure that teachers and other staff carry out break duties as designated.
- Ensure that lunchtime supervision is in place with adults who provide engaging activities and who understand they are part of the behaviour management strategy of the school.
- Ensure that teachers formally receive and dismiss children, provide them with adequate supervision at all times and establish routines.
- Encourage all in the school to make respectful, supportive and cheerful personal contact with one another to help create a positive daily experience.

CURRICULUM:

Good behaviour is supported when children experience success and enjoyment and are excited by their learning in school. To achieve this, we will:

- Plan and review the curriculum to ensure that it is delivered in a differentiated manner to meet the varying needs of each and every child in school.
- Employ varying teaching approaches.
- Develop our curriculum framework in an innovative way with the aim of engaging the children's interest and make their work exciting and challenging.
- Ensure that every child experiences success and develops high self-esteem.
- Promote a climate and ethos in which learning is valued.
- Develop an understanding and awareness of the different learning styles and individual needs of our children.

- Offer additional enrichment to support SEMH needs.

EQUAL OPPORTUNITIES

The policy must be implemented with regard to the Equal Opportunities Policy at all times.

POSITIVE BEHAVIOUR PROCEDURE

Good behaviour, which forms the basis of a calm, orderly and a secure learning environment, is essential to the achievement of high standards. The establishment and maintenance of good behaviour is therefore a primary objective for Rushwick.

The following procedure for the establishment of good behaviour has proved to be very effective but to be so it requires that **every** member of staff applies it consistently and without favour.

PRINCIPLES

The principles of our positive behaviour procedure stem from the evidence informed guidance report from the EEF. [EEF](#)



- Praise must significantly outweigh criticism and sanction
- Rules should be short, limited in number and be clearly understandable.
- Sanctions for poor behaviour, which gradually progress from a verbal reprimand to suspension, must be applied without exception or favour. **CONSISTENCY IS ESSENTIAL.**

Whole School Reward System

Each child, Reception to Year 6, will be placed in one of our 4 school houses: Foxes, Deer, Rabbits, Adders. Year 6 House Captains are voted for at the beginning of the year, who then keep track of the points for each house, announcing the scores in Celebration Worship on a Friday. Children gain points for their house on a daily basis, adding these to their House Points Charts. Full charts are shared and celebrated every week on a Friday. At the end of each term, the winning house will gain themselves a reward during the final week of the term. A House Point Cup is awarded at the end of the year.

For consistency in awarding House Points, we use the following guide:

Effort/specific praise for learning, manners, politeness, demonstrating school values	1 house point	Above and beyond	3 house points
Excellence in learning	2 house points	SLT - exceptional circumstances	Maximum of 5 house points

In-Class Rewards

Verbal Praise, House Points, Headteacher's Award:

Good behaviour, work and effort should be praised and celebrated so as to clearly define to the children what is expected and valued of them. In the classroom, the children can gain rewards for positive behaviour (showing they are Ready, Respectful, Safe), demonstrating one of the school's core values, going above and beyond, making progress in their learning, or showing excellent learning behaviours; these rewards include regular, specific verbal praise (as appropriate this should be drawn to the attention of the whole class), House Points and Headteacher's Awards.

Class Reward:

Each teacher selects a focus to work on as a whole class. The children vote for a reward e.g. free play, watching a film, which they have to work together as a team to achieve; this is usually by collecting an agreed amount of marbles, for example. Once the children have earned their marbles and gained their reward, the process starts again. Each class is also given a £50 budget to use across the year for their class rewards.

Randomised Rewards:

We have randomised rewards, whereby children may have the opportunity to have a 'dip' in the class box (bucket of love) of prizes when they demonstrate one of the positive behaviours outlined herein.

Sending children to share work with another teacher/Senior Leader:

Teachers and Teaching Assistants may choose to send a child/ren to another member of work to celebrate and recognise their success. This might be a Senior Leader, or could be the Subject Lead.

Recognition Boards - The Rushwick Way:

Each class has a Recognition Board, called a **Proud Cloud**. All children and staff strive to get the name of each child on the class Proud Cloud, sharing specifically with the child why they can add their name. Children do not have their names removed from the Proud Cloud for poor behaviour choices. This is because the child has had specific praise regarding an aspect of their learning that should be recognised and celebrated. Any poor behaviour choices are dealt with separately and appropriately according to the Behaviour Policy.

Those children on the Proud Cloud by the end of the day earn **1** house point. However, where a whole class is on the Proud Cloud before the end of the day, the names should be reset to enable the children another opportunity to be acknowledged and rewarded.

Praise should be given much more often than criticism. Staff should aim to create a positive environment in which children develop a clear understanding and awareness of what is required. Staff may also choose to make a randomised phone call home to celebrate a child’s successes with their parents/guardians.

School Expectations

To ensure children are Ready, Respectful and Safe, all staff expect and support EVERY child at Rushwick to do the following:

Ready	Respectful	Safe
Arrive at school on time. Have our equipment ready. Show that we are listening and ready to follow instructions. Follow instructions and routines. Try our best – don’t give up! Wear the correct school uniform and PE kit. Move around the school sensibly by walking and using a quiet voice.	Speak calmly and politely to everyone. One voice. Listen and follow instructions. Respect the views and opinions of everyone. Respect the property of our friends and the school, and our environment. Use good manners and treat everyone with kindness. Support the learning of others by not distracting them. Celebrate diversity.	Move around school in a safe manner. Follow instructions to keep ourselves safe around school and on school trips. Use equipment safely. Keep our environment tidy and safe. Stay safe online and outside of school. Show zero tolerance to bullying by reporting to a trusted adult.

The wording of these expectations can be amended to suit different age groups e.g. Reception compared to Year 6, but the spirit and intention of the expectations should be retained.

Consequences:

All behaviour is communication and adults in school will always investigate to identify any triggers for the behaviour. As a trauma informed school, we create opportunities to help the child learn and process what is happening for them. It is a way to support the child and help them to develop a healthier and socially acceptable way to behave. All staff are also PACE trained in order to respond to incidents in a more effective manner.

With that said, not upholding school values and expectations does result in a consequence which may escalates on **each** occasion. On each occasion that the staff member issues a consequence, two examples of good behaviour should be drawn to the attention of the children.

As a school, we recognise that some behaviour incidents may be due to Mental Health concerns and/or SEND, and therefore this is taken into account when responding to behaviour incidents.

Staff should aim to deliver consequences quickly and efficiently, including on the playground, and with a minimum of disruption to the lesson.

For our youngest learners in Reception, the progression of consequences is adapted to match their age and stage, but the intention of the expectations should be retained.

All adults should, ‘know the school behaviour policy in detail and use its consequences systems in a reliable and consistent manner.’ (Tom Bennett, ‘Teachers Behaviour Toolkit’,2016).

The consequences progress as follows:

- Level 1– First verbal warning.
- Level 2 – ‘Time out’ **within** the classroom/school area. Move away from the situation, sat watching others displaying good behaviour. This is always supervised. Restorative conversation with teacher.
- Level 3 – ‘Time out’ **in a different** classroom. Change of face/space for 15 minutes with the linked class/class teacher, then return to the classroom. Add to CPOMS as ‘Time Out’ in another classroom Stage 3. Further details regarding the behaviours prior to this can be added to the Incident Summary. Restorative conversation with teacher.

Year group:	In lesson change of face/space class:
R	Year 1
1	Year R
2	Year 3
3	Year 2
4	Year 5
5	Year 6
6	Year 4

Level 2/3 may result in 5 mins missed playtime to make up for the ‘lost learning’, or to have a restorative conversation about the behaviours being seen. Where this behaviour occurs outside, a child may be asked to ‘stand to the side’ for this time.

- Level 4 – Reflection Time - miss part of break/lunch time.

If behaviour is continued on returning to learning, the child is to miss part of playtime with the class teacher. Add to CPOMS. **A child might also miss part of their break/lunch where they have not completed an adequate amount of work, been distracted from their learning, or distracted others, or where there has been a physical/verbal incident. Where this behaviour occurs outside, a child will be asked to ‘stand to the side’ for this time and then have a restorative conversation with the adult (and other child/ren, if appropriate). Class teacher to be informed. Class teacher to inform parents, when necessary.**

Where poor choices are repeated across a number of days (using professional judgement), the teacher should communicate with the child’s parents/guardians via a phone call or speaking with them at the end of the school day.

- Level 5 - Reflection Time - internal isolation with a Senior Leader for serious incidents. Incident recorded by class teacher and an additional note added to CPOMS by a member of SLT. Parents informed of repeated breach of behaviour expectations and severe incidents. This might be by the class teacher or a member of SLT, depending upon the behaviour incident. Staff may escalate an incident straight to Level 5 where the incident is of a severe physical/verbal nature.

Where poor behaviour choices continue, or a severe act of poor behaviour takes place, the child will be spoken to by the Head (or member of SLT in the Head’s absence), without having to work through the earlier consequences. Parents are informed and this could result in suspension; see DOWMAT Suspension and Permanent Exclusion Policy.

Detention - Y6 isolation may be extended after school for serious breaches of the Behaviour Policy.

Every child starts each day with a “clean sheet”. Where possible, consequences from the previous day are not to be carried over. **Every day is a new day.**

Progress through the list of consequences on a regular basis will result in a review of the child's behaviour and reported to parents so they are informed and involved. The key to the success of our behaviour policy and procedure is **CONSISTENCY** and **FAIRNESS**. All staff are therefore required to apply policy and procedure without exception. No "second chances" are to be allowed. If a child breaks a rule / consequence is applied automatically.

Behaviour Support Plans and Pastoral Support Programme:

Where a child's behaviour cannot be managed effectively under the school's Behaviour Policy and they are at risk of suspension, a Behaviour Support Plan will be written by the class teacher/TA (where appropriate), setting out possible triggers, positive strategies etc.

For children at risk of Permanent Exclusion, in addition to this, they will have a Pastoral Support Programme, which sets out the interventions and strategies in place to support the child.

Both documents will be shared with Parents/Carers and signed to add to their file.

Protected Characteristics:

Where incidents incur linked to the Protected Characteristics, which are aspects of a person's identity that are protected from discrimination under the Equality Act 2010, a member of SLT will be informed immediately and this incident will be investigated by either the class teacher or a member of SLT, depending upon the context.

(PCs are: *Age, Disability, Gender reassignment, Race, Religion or belief, Sex, Sexual orientation, Marriage or civil partnership, Pregnancy and maternity.*)

Bullying:

Bullying will also immediately be escalated to Senior Leadership to invoke the school's Anti-Bullying Policy.

Suspensions & Exclusions: Please see the DOWMAT Suspension and Permanent Exclusion Policy 2022-2025 [SUSPENSION AND PERMANENT EXCLUSION POLICY](#)

Monitoring and evaluation of the policy:

The Head monitors the effectiveness of this policy on a regular basis. They will also report to the LAB on the effectiveness of the policy and, if necessary, make recommendations for changes and improvements. Questionnaires completed by the whole school community, together with surveys, focus groups, and bullying incidents recorded on CPOMS will be used to gauge the effectiveness of the policy. The school will keep a variety of records of behaviour incidents. The class teacher will record incidents on CPOMS. The Head will keep a record of any pupil who is excluded for a fixed term or who is permanently excluded on Arbor. It is the responsibility of the LAB to monitor the rate of suspensions and to ensure that the school policy is administered fairly and consistently.

Review:

The governing body / LAB will review this policy every three years. The governors / LAB may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body / LAB receives recommendations on how the policy might be improved.

This policy is based on advice from the DFE guidance:

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