

Robert Arkenstall Primary School

Whole School Behaviour Policy

It is the aim of Robert Arkenstall Primary School to provide a broad curriculum and education of the highest quality within a happy, safe, secure and stimulating environment, which enables each child to experience success; to equip them with skills as thoughtful, caring and active citizens, eager to explore the possibilities of the world.

pursue possibilities; love learning

This policy is published on the School website, stored on the Network: Staff Share and is available on request from the school office

Governor Committee	Curriculum & Standards
Reviewer	Lisa Jaworski
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Introduction

Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

At Robert Arkenstall Primary School, we aim to build an orderly, self-disciplined and happy school community, where everyone is recognised as being of equal worth. Underpinning this policy is the belief that everyone can learn to self – regulate their own emotions and behaviour.

All children and adults working at the school are entitled to be treated and are expected to treat each other with courtesy, care and dignity. We believe that good behaviour and discipline are essential to building a positive school ethos and creating a welcoming environment where successful teaching and learning can take place. We recognise that all behaviour has meaning. As children and young people demonstrate their feelings through their behaviour, the staff are trained to consider underlying issues such as pain or distress.

The fostering and encouragement of positive behaviour is the responsibility of all staff at Robert Arkenstall and this policy aims to support the school community to allow everyone to work together in an effective and considerate way. Our approach to behaviour is underpinned by our school values of **Kindness, Honesty, Empathy, Self-belief, Respect and Courage**.

Within our school community, we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Recognise, celebrate and reward positive behaviours.
- Teach children how to recognize and acknowledge their emotions, and how to manage any strong feelings safely and calmly, and in a safe environment where adults are on hand to support if necessary.
- Establish good standards of behaviour. This is a whole school matter - the responsibility of all staff, in partnership with parents and pupils themselves.
- Implement and review a clear policy which is equitable and implemented consistently. The policy should be understood and endorsed by the whole staff and is fully communicated to pupils and parents.
- Ensure all adults use consistent language to promote positive behaviour and our school values (**Kindness, Honesty, Empathy, Self-belief, Respect and Courage**).
- Ensure sanctions are clear and communicated to all involved, but subject to constant review; in particular staff are encouraged to appreciate the objectives underlying the rules and to apply them fairly and equitably.

Our Behaviour Policy is based on methodology from Cambridgeshire Therapeutic Thinking and the Five Pillars of Pivotal practice from 'When The Adults Change, Everything Changes' (Paul Dix, 2017):

- Consistent and calm adult behaviour
- First attention for best conduct
- Relentless routines
- Scripting conversations
- Restorative follow-up

Relentless Routines

Any area of general behaviour that can be sensibly translated into a routine should be done so explicitly. These routines should be communicated to, and practised by, staff and students until they become automatic. This removes uncertainty about school expectations from mundane areas of school life, which reduces anxiety, creates a framework of social norms, and reduces the need for reflection and reinvention of what is and is not acceptable conduct. This in turn saves time and effort that would otherwise be expended in repetitive instruction. These routines should be seen as the aspiration of all members of the school community whenever possible. Central to the concept of embedding routines, is the idea that there must be rules. Rules can be explicit and implicit, but for the sake of good conduct, it is advisable that they are explicit, as short as possible, compact and memorable.

Rules

The school has 3 simple rules:

‘Ready, Respectful and Safe’

These can be applied to all situations and are taught and modelled explicitly throughout school. At the beginning of each academic year the meaning of **‘Ready, Respectful and Safe’** is revisited and discussed. Some explicit expectations are:

Ready

- We arrive at school on time.
- We have the correct uniform and PE kit.
- We have our equipment ready.
- We show that we are listening and we are ready to try our very best.

Respectful

- We listen when others speak
- We respect the property of our friends and the school.
- We respect that other people have different ideas, beliefs and backgrounds to our own.
- We respect that people may look different and have different needs but we may all feel the same emotions.

Safe

- We move around school in a safe manner.
- We have kind hands
- We follow instructions to keep ourselves safe.
- We use equipment safely.
- We stay safe online and make safe choices in our community.

By following these rules, children show valued behaviour which is positive, caring, helpful and social. We believe that this behaviour needs to be explicitly taught and modelled. When discussing behaviour with students these ‘key words’ should be consistently referenced to create a positive climate and ethos for staff and students.

Staff should aim to develop consistent responses to challenging behaviour to reduce the likelihood of challenging emotional responses from our young people.

Expectations of Staff

We expect every adult to:

- Focus on the positive rather than the negative (use positive phrasing, give positive reinforcement and remind children of what they should do);
- Be proactive rather than reactive;
- Be consistent and clear - refer to '**Ready, Respectful, Safe**';
- Meet and greet at the door to the classroom / arrive on the playground before the children at break and lunchtimes when on duty;
- Treat all pupils courteously and with respect. e.g. greet pupils when we pass them in corridors and we model appropriate responses;
- Promote courtesy between and among all adults and pupils. Promote good manners, in and out of the classroom;
- Use non-verbal cues and the standard signal for being still and silent - **the raised hand** (for indoors), **whistle and raised hand** (for outdoors). Use it relentlessly and consistently;
- Not shout at pupils or classes, unless to notify them of immediate danger;
- PIP and SIP - praise in public, sanction in private;
- Acknowledge children's feelings;
- Be prepared - **Relentless routines** for transition times. Have resources ready.
- Scan playground / field - staff on duty should position themselves appropriately, walk around the area, interact with children, monitor behaviour and any developing situations. Staff must not stand around chatting to each other. Children are more likely to behave appropriately if they know staff are vigilant;
- If a child approaches a member of staff to talk about the behaviour of another child, they must always be listened to and appropriate actions taken. They must never be told to ignore the child who has upset them or to go away and play with someone else. Staff should support children in resolving disputes, e.g. if a child reports that 'Child X' has been unkind to them, the child should be supported in telling 'Child X' how they are feeling and supported in working out how things could be improved;
- Give every child a fresh start every lesson;
- Stick to the scripts - don't improvise difficult conversations (30 second scripts);
- Follow up every time, retain ownership and engage in reflective dialogue with children;
- Never ignore or walk past any negative behaviour however small.

Expectations of Parents

We expect every adult to:

- Support the school in ensuring excellent behaviour in school is a shared expectation;
- Support the class teacher in any sanctions deemed necessary;
- Maintain open lines of communication with the school;
- Read and adhere to the **Guidance for Parents** ([See appendix 1](#))
- Model positive behaviours and build relationships.

Expectations of Leaders

Leaders will stand alongside colleagues to support, guide, model and show a unified consistency to the children. We expect senior leaders to:

- Meet and greet children at the beginning of the day;
- Be a visible presence around school to encourage appropriate conduct;
- Support staff in returning children to learning by sitting in on meetings and supporting staff in conversations;
- Regularly celebrate staff and children whose efforts go '**over and above**' expectations;
- Encourage positive communication with parents (notes & phone calls);
- Ensure staff training needs are identified and targeted;
- Use behaviour data to target and assess interventions;
- Support teachers in managing children with more complex or entrenched negative behaviours;
- Regularly review provision for children who fall beyond the range of written policies.

Recognition and Rewards

We recognise and reward children who go '**over and above**' our standards. Children who are always demonstrating our values should be noticed, as should those who are working hard to improve their behaviour and attitude. It is the responsibility of staff to ensure all the children receive equal recognition for following '**Ready, Respectful, Safe.**' Our staff team recognise that the use of praise in developing a positive atmosphere in the classroom and around school cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward.

Recognition may include:

- Praise from adults and peers.
- Star of the day or class mascot/trophy given out at the end of each day.
- Points given out on Class Dojo. Dojo points are not a comparison to other pupils but are personal and specific to each child to acknowledge their achievement in skills and values to share with their family.
- Positive Dojo messages - simple recognition sent home.
- Recognition board to display pupils' names when they are showing 'targetted' behaviour that needs to be worked on. (Names will never be removed from the recognition board as a sanction).
- Stickers and green slips given out at breaktime and lunchtime by all adults.
- Good work shown to other classes, teachers, Deputy Head or Head Teacher.
- Recognition in the newsletter.
- Displaying good work and achievements around the school, on the school website or on Dojo.
- Celebration assembly certificate awarded each week.
- Reading / maths certificates given for milestones and achievements.

Supporting all learners with Equity

Some children will require reasonable adjustments to enable them to show positive valued behaviours. These will be based on the needs of the child but may include:

1. Arriving in class early or coming into class before the end of break time to have a quiet, more settled environment to enter.
2. Sitting in a specific space of their own or in a different way.
3. Being met on arrival into school.
4. Having movement breaks.
5. Time to talk 1:1 with staff.

Strategies - Reminders and redirection

Some children will need a reminder or redirection to continue to show positive valued behaviours. The adult will select a strategy appropriate for the situation. These may include:

1. A non-verbal reminder, eg. a look or a sign (finger to lips for quiet, palm out for stop).
2. Proximity praise - praise the children who are near the child for their behaviour. This encourages the child to think about their behaviour.
3. A quiet comment - "Are you ok? Do you know what you've got to do? Do you have all the equipment you need?"
4. A quiet verbal reminder. Give an example of valued behaviour. 'Remember, in this class we'
5. Move the child closer to an adult.
6. Move an adult closer to the child.
7. Engage with the child about their current activity / piece of work - identify the positives and praise them.

Strategies - Reminders and Consequences

There will be times when children need additional support to learn about how to improve their behaviour through the use of reminders, cautions and consequences.

Reminder	Remind the child of our school rules: "Ready, Respectful, Safe". Deliver this privately wherever possible.
Caution	Give a clear verbal caution, delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. "Think carefully about your next step. If you continue, you will need to see me at break/lunchtime."
Private chat	30 second script . When a 30 second script has been used, then the child will have to stay behind briefly at the end of the session to acknowledge it before moving on. Each new session is a fresh start.
Time out (leads automatically to Repair)	The child may need a few minutes to calm down, breathe and look at the situation from a different perspective. This could be within the class, or out of class if necessary. If calming time is needed outside of the situation, an adult will always be available (i.e. in another classroom). If time out has been necessary, then a repair discussion will be needed in the child's own time. If a time out is necessary at playtime or lunchtime then an adult can take the child into an appropriate space. Check the victim is ok and explain what has been done to make things right.
Repair (restorative chat)	In the child's playtime. Use the repair script . Child needs additional support to learn about their behaviour through the use of a consequence (see appendix). Log the incident on CPOMS, assigning it to the class teacher. The class teacher will notify parents of the use of time outs and repair sessions after 3 separate occasions.
Refer	If negative behaviour persists then a referral to a member of the leadership team will be required. They can then investigate the CPOMS log and take further action, which may include further restorative work, meeting with parents/carers, or use of a risk reduction plan (see appendix 2). For extreme behaviours that fall outside the boundaries of everyday working practise, see appendix 3 - Exceptional Circumstances for Serious Incidents or Frequent Poor Behaviour

30 second script

- The longer each negotiation around behaviour takes for the few, the less time we can give to the many.
- Limit your formal one-to-one interventions for poor behaviour in class to **30 seconds or less** each time. Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and get out, with your dignity and the child's dignity intact. That is the win-win.
- The 30 second intervention demands careful and often scripted language.
- It is a carefully planned, utterly predictable and safe way to send a clear message to the child: 'You own your behaviour. This behaviour does not deserve my time. You are better'.

"I have noticed you are..." (having trouble getting started etc.)

"It was our rule about... that you broke."

*"You have chosen to..." (catch up with your work at break, come and talk to me at break etc.)
Do you remember last week when you (positive)? That's who I need to see today."*

"Thank you for listening."

Repair script

1. "What happened?" *Listen carefully and dispassionately. Give your account from your perspective without judgement. Go slowly.*
2. "What were you thinking at the time?" *This helps the child to reconsider their actions. Do not accept a shrug of the shoulders; give them time to fully reflect.*
3. "Who has been affected?"
4. "How have they been affected?" *It is important that the child considers others and the impact of their behaviour.*
5. "What do you think about what happened now?"
6. "What should we do to put things right?" *This should not be a forced / meaningless apology (which is worthless). Time should be taken to support and develop feelings of empathy.*
7. "How can we do things differently in the future?"

On some occasions it may be necessary for a child to miss some, or all of their break time without the warnings, particularly if the child has physically hurt another child, or has used abusive/foul language. Class teachers or SLT as appropriate will have a discussion about the behaviour and share their parents the planned way forward.

Bullying

Bullying is considered to be extremely serious and is treated with zero tolerance. Staff and children are taught about the different types of bullying, including physical, verbal, cyber, emotional, prejudicial and sexual bullying, how to recognize when someone is being bullied, and what to do about it. Sometimes bullying can be indirect and staff are alert to this behaviour so that the children involved can be supported in understanding the impact their indirect bullying can have on others.

All staff who become aware of an allegation of bullying must refer to the school's Anti-Bullying Policy.

Racism and other prejudices within the 9 protected characteristics

In addition to the sanctions contained within this policy, all incidents of racism must be reported to the Headteacher who will inform the appropriate authority as stipulated by the Cambridgeshire County guidance documents. All incidents of racism are taken very seriously and are dealt with immediately.

Suspension and/or Exclusion

Serious incidents may result in a suspension or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the suspension/exclusion. Following Suspension, a reintegration meeting is held with the parents and child on their return to school.

Appendix 1

Parent Guide

We need your help! To support us getting this right; we need parents to make sure that:

CHILDREN ARE READY:

- children are well rested and have had breakfast before school
- children have a book bag, read at home and bring it in every day
- children are in school and on-time, every day that they are well
- talk to your child about the school menu so they know what is on offer and choose well
- children have their uniform, outdoor clothing and things that they need
- talk to your child about their learning, look at Class Dojo together and ask what they have done
- help your child to complete their home learning and bring it back into school
- help your child get their things ready for school, encouraging independence
- spot when your child is ready and praise them for this
- let us know of your child is struggling, then we can help them by giving the right support
- support your child to be independent in getting ready: coat, getting dressed, shoe laces, equipment ready for school

CHILDREN ARE RESPECTFUL:

- acknowledge and praise your child's positive behaviours and the recognition they have received
- encourage your child to be happy when others get recognition too, feeling proud of others is important
- recognise that all children will get it wrong sometimes and together we can make this better
- talk to your child positively about school, raising any concerns you may have respectfully so that we can work together to make it right
- use the right channels to raise any concerns – we will always make time to put things right
- speak to adults and other children in school with respect. If we want a safe school, we all have to act safely.
- share good news and achievements that your child has made outside of school
- attend parents evenings, read newsletters and offer your support, where you can, for what is happening at school

CHILDREN ARE SAFE:

- make sure we know who is picking your child up
- act safely and respectfully around the school site so that we all feel safe
- let us know if your child is concerned or feeling worried about something, via the class teacher on ClassDojo to arrange a meeting
- work with us if things aren't going right: together we can quickly make it better
- talk to your child about their emotions and encourage them to share
- support expectations within school, understand that all children being Ready, Respectful & Safe is important
- make sure your child does not have unsupervised time on the internet. Check what they are saying, doing and what others are saying and doing to them
- remember that social media should not be used before the age of 13

Appendix 2

Risk Reduction Plans

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk reduction plans. These are overseen by the Headteacher and SENDCO, who will ensure that they are reviewed and updated in order to reflect changes and progress, and shared with parents/carers and the child if appropriate.

Learners who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.

Behaviour which is reaching a crisis is defined as: "Aspects of a child's behaviour consistently impacting negatively on the learning and well-being of themselves and those around them" and may be shown by:

- A child displaying violent or aggressive behaviours which put themselves, children or adults at harm, or at risk of harm.
- A child creates a climate of fear around themselves through consistently dominant or intimidating behaviour.
- A child whose behaviour puts them at risk of fixed-term or permanent exclusion.

An individual risk reduction plan should:

- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner to show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours. See Appendix 3.

As detailed previously, there may be cases where the child's individual needs are such that adapted arrangements may be put in place. This will be recorded either in the child's ISP, one page profile or in the form of a risk reduction plan which will record all the strategies and approaches that will support the child. When these reasonable adjustments are in place, the above definition of concern still applies.

Appendix 3

Exceptional Circumstances for Serious Incidents or Frequent Poor Behaviour

Some behaviours exhibited can be more challenging. We use the Cambridgeshire Therapeutic Thinking response to harmful behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

Positive phrasing e.g

- *"Stand next to me"*
- *"Put the toy on the table"*
- *"Walk beside me"*

Limited choice e.g

- *"Put the pen on the table or in the box."*
- *"When we are inside, Lego™ or drawing?"*
- *"Talk to me here or in the courtyard."*

Disempowering the behaviour e.g

- *"You can listen from there."*
- *"Come and find me when you come back."*
- *"Come down in your own time."*

Use of a De-Escalation Script e.g

Use the person's name – "David..."

Acknowledge their right to their feelings – "I can see something is wrong..."

Tell them why you are there – "I am here to help."

Offer help – "Talk to me and I will listen."

Offer a "get-out" (positive phrasing) – "Come with me and....."

Appendix 4

Below is an outline of how we intend to support children who show detrimental behaviour around school. The examples outlined below are there to provide insight as to some of the challenges that may be faced during a school day, both in the classroom and around school. They are by no means exhaustive and all staff will be encouraged to use their professional judgement to address situations that are not outlined as part of this document.

This document has been compiled following consultation with pupils and parents by SMT.

	Examples of Behaviour	Response / Action
First time, low level detrimental behaviour Unusual for the child	Disrupting other children's learning Not telling the truth Answering back Impolite Moving around school inappropriately Not sharing resources Untidy or incorrect uniform Poor listening Interrupting Shouting inappropriately Refusal to follow instructions Running away from an adult Use of inappropriate language Rough play and unkind hands/feet in class or at playtime Inappropriate use of resources/property	Follow steps 1 (reminder) and 2 (caution). Warning with an explanation for how to improve and what the consequences of their choices will be. If appropriate: Class teacher to be informed verbally if dealt with by another adult Teacher to monitor behaviour.
Repetition of detrimental behaviours	Disrupting other children's learning Not telling the truth Answering back Impolite Not sharing resources Untidy or incorrect uniform/PE kit Poor listening Shouting inappropriately Refusal to follow instructions Running away from an adult Use of inappropriate language	Step 3 - Private chat / Time out Use '30 second script' and always follow with step 4 - Repair Time away in class at a different /separate table. If continued, send to parallel class to complete their learning and parents are notified. Consequences: <ul style="list-style-type: none"> - Apologies sought and given - Rehearsing positive behaviours, e.g. lining up correctly - Miss part of break/lunch to complete work or write a reflective piece

	<p>Rough play and unkind hands/feet in class or at playtime Inappropriate use of resources/property Work not completed acceptably Moving around school inappropriately Inappropriate use of ICT equipment.</p>	<ul style="list-style-type: none"> - Work sent home to complete - Class teacher to be informed if dealt with by another adult - Uniform/PE kit letter goes home - Teacher to monitor behaviour -
Strategies not effective	<p>Persistent repetition of any of the above behaviours.</p> <p>Seen on 3 separate occasions.</p>	<p>Step 5 - Refer Phase Leader involvement Class teacher and phase leader meet with parents and make them aware of the behaviours being logged on their record and any ongoing consequences.</p> <p>If appropriate: Child to write a letter of apology. This may be asked to be done at home. Create and use a weekly report that focuses on positive behaviours Record on CPOMS.</p>
One-off or persistent serious detrimental behaviour	<p>Physical aggression towards children or adults Bullying Harming other students or adults intentionally Theft Deliberate damage of resources or property Serious disruption of teaching and learning Strategies not working</p>	<p>Referral to Head or Deputy Parents asked to come into school to discuss behaviour with a member of SLT. Create and use a weekly report that focuses on positive behaviours and is shared with SLT Suspension or permanent exclusion may be an appropriate response for serious behaviours in line with Government Guidance Record on CPOMS.</p> <p>If appropriate: Class teacher to be informed verbally if dealt with by another adult Child to write a letter of apology. This may be asked to be done at home. Miss part of break/lunch to complete work or write a reflective piece Involvement of external agencies to discuss further support strategies for the child, through support of Senco Use of protective consequences designed to prevent negative impact on others</p>

More serious / dangerous detrimental behaviour	For behaviour which is ongoing, serious and beyond those described above - a child will be placed on a risk reduction plan and all relevant staff will be aware of specific guidance regarding the child's behaviour. See further guidance in appendix 1.	Full SLT and parental involvement, and possible involvement of outside agencies such as family worker. Suspension or permanent exclusion may be an appropriate response for serious behaviours in line with Government Guidance
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