



The Fellowship of All Saints Kirkby Overblow and North Rigton Church of England Primary Schools

Behaviour Policy

History of document: To be reviewed annually and re-approved every two years, or sooner if deemed necessary.

Issue number	Author	Date written	Approved by Governing Body	Comments
1	A Andrews	Sep 2019	19/9/2019	
2	A Andrews	Sep 2021	30/11/2021	
3	S Gardiner	Nov 2022	30/11/2022	Policy amended and updated to reflect internal findings.
4	S Honey	Sep 2024		Policy amended to reflect behaviour approaches at both schools.
5	S. Gardiner	August 2025		Policy amended to reflect context at North Rigton CE
6	K. Standen (Trust DSL)	August 2025		Co-written with S. Gardiner

At The Fellowship of All Saints and North Rigton Church of England Primary Schools

We grow positive behaviour through love and a sense of belonging.

There is a visible consistency based on kindness and positivity, which makes everyone feel safe.

Our Christian Values encourage all members of our community to care and support each other.

Behaviour which is not appropriate is dealt with calmly and privately: there are no raised voices in our school.

Restorative conversations promote self-discipline so that children learn to accept responsibility for their own behaviour.

"Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger, they keep everyone safe. In the calm light of day, they build rapport and emotional currency. Their expectations are always high and they will never drop their standards because of the poor behaviour of a learner.

Build a school that is full of them and there are no limits to achievement."

Paul Dix 'When the adults change everything changes.' 2017

Clear behaviour principles in the form of a simple yet powerful set of values (**The North Rigton Tree - Appendix 1, The All Saints Tree – Appendix 2**) are displayed throughout our schools. School values are re-visited at the start of the academic year and referred to throughout the year.

A restorative approach will be used in both schools; sanctions/consequences may still need to be used but the decision is shared and explained. This can only be effective with consistent and sustained approaches.

Where unacceptable behaviour becomes a persistent problem in an individual affecting his/her work, or that of his/her peers, then a behaviour record will be kept (either Level 1 or Level 2 as outlined below). We will seek the support and co-operation of parents/carers and external agencies where appropriate. We will involve parents for feedback on positive behaviour as well as unacceptable behaviour.

Supervision outside classroom, before and after school, during break and at lunchtime:

All Saints

The school day begins at 8:50am promptly and ends at 3:30pm. Pupils line up in an allocated position on the driveway and are collected by their class teacher and taken into class. Pupils in Mars Class wait with their parents in or near the parent shelter until Miss Brown comes out to meet them.

A senior leader will always be at the gate to welcome pupils and parents.

The start of our school day is positive, kind and welcoming leading to all our families feeling they belong to our school.

At playtime, teachers take their pupils out to the bottom of the steps and wait for the staff on duty to take them up to the playground. Five minutes before the end of playtime, a year 6 monitor will inform all staff that the bell is about to be rung. Teaching class will go up to the playground and meet their class. When the first bell is rung, pupils put away equipment. On the second bell they line up in their classes. Teachers lead classes into school in a calm manner.

At lunchtime, pupils are taken up to play and brought down for their lunch by an adult. Pupils enter the lunch hall calmly and stand behind their benches until the prayer is read

When walking around school, pupils are encouraged to use 'excellent walking' and quiet voices. All staff give positive praise to pupils making the correct behaviour choices when moving around school. At Collective Worship they enter the hall calmly, listen carefully and take time to think.

At the end of the school day, teachers take their pupils outside and wait with them until they have all been collected.

North Rigton

The school day begins at 8.50 promptly and ends at 3.30pm. A senior leader will always be on the playground to meet and greet the parents and children. The start of our school day is positive, kind and welcoming leading to all our families feeling they belong to our school.

Children are walked onto the playground at break times by their teachers. If the hallway is congested, the eldest children wait until our youngest children have entered the playground first. At the end of break, a whistle is blown once and the children all stop. They stand and wait in the playground until the second whistle is blown at which time they walk calmly to their line, clear and tidy the equipment and are then greeted by their class teacher.

At lunchtime, all staff are responsible for the children and their well-being. Supervision at lunchtime is paramount; we have a minimum staffing ratio for the field which takes into account any children with SEN or Flight Risk needs. At the end of lunchtime the whistle is blown once and the children stop. They stand and wait in the playground until the whistle is blown a second time at which point they stand in line. Teachers then come onto the playground at 1pm to calmly lead the children back to their classes.

Children walk quietly around the school's buildings. They give way at doors and respect other people and their property. At Collective Worship they enter the hall calmly, listen carefully and take time to think.

At the end of the school day, teachers take their pupils outside and wait with them until they have all been collected.

Roles:

Governors are responsible for-:

- Supporting the schools to provide an environment where everyone feels safe and secure.
- Ensuring that the schools have an effective policy, which is communicated, monitored and regularly reviewed.

Head teacher and Staff (teaching and non-teaching) are responsible for-:

- Providing an environment where everyone feels safe and secure.
- Ensuring everyone in our school community feels a sense of belonging.
- Displaying consistent behaviour; they are patient, encouraging and kind.
- Encouraging pupils to follow our school values through positive reinforcement.
- Using restorative practice to retain good relationships.
- Keeping parents informed of behaviour issues as they arise.

Parents/Carers are responsible for-:

- Supporting an environment where everyone feels safe and secure.
- Working with the school to encourage children to follow our school values.
- Acting as good, positive role models.

Pupils are responsible for-:

- Following our school values allowing everyone to Grow, Blossom and Flourish.
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Shared Behaviour Vision:

When all stakeholders work together, and take on a collective and shared responsibility, our behaviours flourish.

Behaviour management is consistent, ensuring all children know that they will be treated fairly, with dignity and in the same way by each of the adults.

Our behaviour model is underpinned by purposeful relationships where children and adults feel a sense of belonging.

Planned Intervention (de-escalation):

The staff and governors recognise that some behaviours require immediate intervention and de-escalation. These behaviours may include a pupil putting themselves or others in danger, physical damage to property or using language in a derogatory or offensive way.

When such behaviours occur:

- We will make sure that the child is safe.
- We will talk quietly and calmly with the child, offering advice and support and avoiding an audience.
- We will be prepared to listen to the child and encourage a dialogue with them, using our restorative questions.
- We will tell the child what we expect of them (reference to the Behaviour Tree).
- We will identify the appropriate level of consequence.

Learning Behaviours (The Tree – Appendix 1 and 2)

Principles

Promoting Good Behaviours:

- At North Rigton School yellow and white ribbons and at All Saints certificates are awarded in Friday Collective Worship in recognition of children who have followed our school values.
- We use 'positive noticing' recognition tags which are displayed at each school.
- Reader and writer of the week awards.
- Badges, stickers and Tapestry may be used and/or sent home to family members celebrating when children have promoted our school values
- Visits to the Head Teacher or Assistant Head Teachers.

Consequences:

In the event of unacceptable behaviour, we recognise that consistency of approach is required. Children need to be reminded of the expectations without this process distracting from teaching and learning – we follow a four-step process:

1. Each class will follow a script for de-escalation:
 - A reminder of what is expected (done discretely, away from public shaming, centred around 'I noticed when you' Or 'I need you to ...')
 - If these behaviours continue, the child will be asked to step to one side, by the adult witnessing the behaviour, and reminded of our school values. At this point they are asked to stop, think and reflect on our school values through a restorative conversation.

Our restorative conversations will use the following model:

My Restorative questions

***Please use these questions to help me talk through
what happened.....***

1. Can you tell me what happened?
2. What were you thinking and feeling at the time?
3. What have you been thinking and feeling since it happened?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to make things right?
6. How can we prevent this from happening again in the future?
7. What can I do now to help you?

At this stage, if these behaviours continue, they will move to stage 2 (and this will then be recorded on CPOMS)

Non-negotiables (behaviours which do not follow our school values or school expectations):

- Infrequent swearing
- Answering back
- Choosing to ignore adult instruction or direction
- Choosing to be unkind to others, verbally or physically (pinching, biting, being rude, commenting inappropriately about others)
- Persistent low-level disruption (shouting out, tapping pencils etc)
- Showing disrespect to the school environment

2.

- Visit to the Head Teacher/Senior Leader so that a restorative conversation can be followed up – this will be done at playtime (a time for both consequence and reflection)
- Parents will be informed of the behaviour on the same day, including how the child engaged with the restorative conversation and any follow up arrangements
- In some cases, a child may be placed on a personalised behaviour plan

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5. What could you do now to make things right?
6. How can we prevent this from happening again in the future?
7. What can I do now to help you?

If these behaviours continue and a pattern of behaviour emerges, SLT could make the decision to escalate to stage 3.

3.

- Discussions between class teacher and or Head teacher and parent/carer
- Child placed on a Formal Report Card (Level 3) which could determine whether the child is able to participate in wider school privileges, such as school trips and clubs
- This would be reviewed daily, with a minimum requirement of being on Report Card for 1 week
- Other agencies may be referred to

A debrief will take place between the class teacher/SLT (as appropriate), child and parent/carer when Report Card ceases. A review of the support that has been put in place previously will take place and be adjusted accordingly.

In extremely rare cases, a child's actions/ choices may result in the safety and wellbeing of themselves, or others being compromised (please refer to our Child Protection Policy [Child Protection Policy 2024-2025 NRP.pdf](#) which stated that the DSL should be informed to ensure support is available and referrals made where necessary). Behaviour in Schools 2024 ([Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)) states that: "Schools should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate."

Any incident of bullying, racial or prejudicial abuse, or discrimination would fall into this category. In this situation, SLT should be notified immediately in person who will then follow the following procedure: SLT will immediately remove the child from the situation/location/setting. She will then contact the parents/carers and speak with them, explaining what has happened and what support the child requires to prevent a similar event from reoccurring. Any consequences will be decided at this meeting. The child will be placed on Report Card immediately.

In rare cases, an escalation to stage 4 may be appropriate:

4.

- Fixed-term exclusion/suspension
- Permanent exclusion

Suspensions can be given for the following reasons:

- Physical assault of others (fighting, violent behaviour, wounding, obstruction or jostling)
- Verbal abuse / threatening behaviour towards others (threatening violence, aggressive behaviour, repeated swearing, and harassment, verbal intimidation, carrying an offensive weapon)
- Bullying and Peer on Peer abuse (emotional, physical or cyber bullying)
- Racism (using words or actions that show prejudice or discrimination)
- Use of prejudice or derogatory terminology (homophobic/ LGBTQ+ abuse) Sexual misconduct (sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti) The school considers that harmful sexual behaviour also falls within this category
- Drug and alcohol related (possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcoholic abuse, substance abuse)
- Damage (to school or personal property belonging to any member of the school community, vandalism, arson, graffiti)
- Theft (stealing school property, stealing personal property – pupil or adult, stealing from local shops on a school outing, selling and dealing in stolen property)
- Persistent disruptive behaviour (challenging behaviour, disobedience, persistent violation of school values which is not linked to an SEN need)

Adaptations for those with a Special Educational Need:

In the case of children who have been identified as having special educational needs or need additional support the school, acting in partnership with the parents where necessary, will create an individual action/behaviour plan. The plan will be designed to facilitate improvements in the child's behaviour over a specified period of time. While this may involve a more sensitive interpretation of this policy during the duration of the action plan, unacceptable behaviour will not be allowed to remain unacknowledged and will be dealt with in accordance with the policy where appropriate. Additional strategies will be used by staff such as:

- Social stories
 - Now and Next boards
 - Timers
 - Sensory breaks to support children with SEND in feeling safe, calm and included in school life
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Training:

Staff will have access to training when and where appropriate.

Individual pupil behaviour needs may require a set script for all staff to follow so that a consistent approach is maintained. Training on this will be provided where appropriate.

Attached:

Appendix 1: The North Rigton Tree

Appendix 2: The All Saints Tree

Appendix 3: Child Protection Policy [Child Protection Policy 2024-2025 NRP.pdf](#)

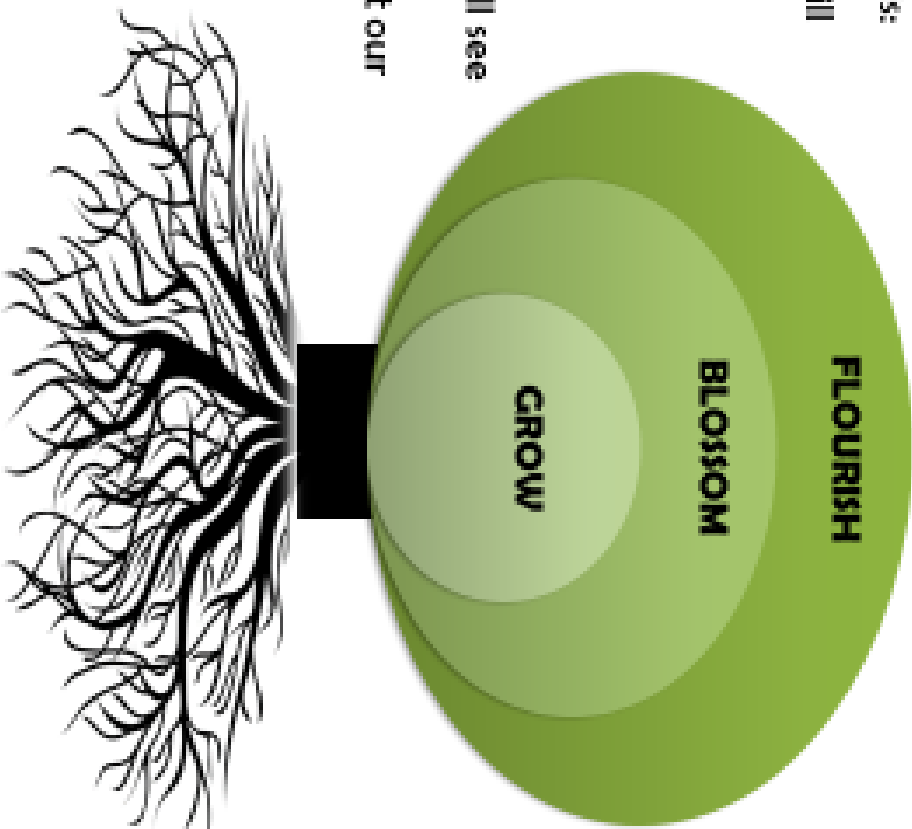
THE NORTH RIGTON TREE

When our behaviour is:

FLOURISHING you will see us *creating opportunities to demonstrate our commitment to our values.*

BLOSSOMING you will see us *using the values consistently to support our behaviour choices.*

GROWING you will see us *trying to use the values to support our behaviour choices.*



When our learning is:

FLOURISHING you will see us *choosing, changing, reasoning, justifying and demonstrating.*

BLOSSOMING you will see us *using, applying and experimenting.*

GROWING you will see us *practising and repeating.*

KOINONIA

POSITIVITY

PERSEVERANCE

INDEPENDENCE



COMPASSION

RESPECT

