RIBBY WITH WREA
ENDOWED

CHURCH OF ENGLAND
PRIMARY SCHOOL

POSITIVE BEHAVIOUR, RELATIONSHIPS AND INCLUSION POLICY

To encourage all children to develop
as confident lifelong learners, to be
curious about the world around them
and to achieve their full potential
within our safe and caring Christian
school family

We understand the uniqueness of all our pupils and encourage them to fulfil their potential. God is at the heart of our loving, inclusive family. We want all who learn and work here and within our community to experience the joy and hope of 'Life in all its fullness.' (John10:10)

Positive Behaviour, Relationships and Inclusion Policy

At Ribby with Wrea Endowed Church of England Primary School, our approach to behaviour is rooted in our Christian vision of enabling everyone within our school community to experience "Life in all its fullness" (John 10:10). We believe that positive behaviour is nurtured through caring relationships, clear expectations, mutual respect and a culture where every child feels valued, safe and included.

We recognise that behaviour is a form of communication and that children learn best when they feel understood, supported and encouraged. Our aim is to develop self-discipline, empathy, responsibility and resilience so that pupils can make positive choices, build strong relationships and contribute positively to our school community.

When behaviour falls below expectations, our response is guided by support, reflection, restoration and learning. We seek to understand the reasons behind the behaviour, help children take responsibility for their actions and provide the support needed to help them succeed in the future. We work in partnership with parents, carers and external agencies where appropriate to ensure that every child has the opportunity to flourish academically, socially, emotionally and spiritually.

Our Aims

We aim:

- To create a happy, safe and inclusive school family where everyone feels valued and respected.
- To promote positive relationships built on kindness, trust, forgiveness and mutual respect.
- To establish clear and consistent expectations that help children feel secure and successful.
- To develop self-regulation, independence and personal responsibility.
- To celebrate positive choices, effort, achievement and acts of kindness.
- To use restorative approaches that help children reflect, repair relationships and learn from mistakes.
- To provide appropriate support and intervention for pupils who need additional help in managing their behaviour.
- To work closely with parents and carers in promoting positive behaviour and wellbeing.

Promoting Positive Behaviour

All adults in school have a responsibility to model the behaviours, values and attitudes we wish to see in our pupils. We promote positive behaviour through:

- Consistent expectations and routines.
- Positive relationships between pupils and adults.
- High-quality teaching and engaging learning experiences.
- Praise, encouragement and recognition.
- Opportunities for leadership and responsibility.
- Restorative conversations and reflection.
- Supportive partnerships with families.
- Early identification of barriers to learning and wellbeing.

Our Pupils Will:

We encourage all children to:

- Be ready to learn and strive to do their best in all they do.
- Show kindness, courtesy and respect to everyone they meet.
- Move safely and responsibly around school, helping to create a calm learning environment.
- Take pride in their school by helping to keep it clean, tidy and welcoming.
- Care for and support others, showing compassion and understanding.
- Treat school resources, equipment and the belongings of others with respect.
- Be honest, take responsibility for their actions and learn from their mistakes.
- Represent the school positively within the local community and beyond.

Our Class Teachers and Teaching Assistants Will:

Class teachers and Teaching Assistants will:

- All staff have a responsibility to model positive relationships, implement this policy consistently and promote high standards of behaviour throughout the school community.
- Build positive relationships based on trust, consistency and mutual respect.
- Maintain high expectations and support every child to achieve success.
- Recognise, celebrate and encourage effort, achievement and positive choices.
- Ensure all members of the school community feel valued, included and respected.
- Develop clear, positive classroom expectations with their pupils.
- Use restorative and supportive approaches to help children learn from mistakes.
- Promote the school's Christian values through daily interactions and teaching.
- Work collaboratively with colleagues, families and support staff to promote positive behaviour and wellbeing.
- Foster a culture of collective responsibility and belonging within the class and wider school community.

- Engage in ongoing professional development to continually strengthen behaviour support practices.

Our Senior Leadership Team Will:

- Promote a culture where every child feels safe, valued and able to succeed. Champion the school's positive behaviour culture and uphold the expectations outlined within this policy.
- Lead and model the school's commitment to positive behaviour, relationships and inclusion.
- Support staff in developing consistent and effective approaches to behaviour and relationships.
- Ensure appropriate support systems are available for children who need additional guidance Work alongside the Headteacher to ensure all pupils receive the support they need to thrive.
- Lead and coordinate additional support where behavioural, emotional or pastoral needs arise.
- Work in partnership with families and external agencies to meet pupils' needs. Engage in professional learning and provide guidance for colleagues where appropriate.
- The Headteacher has responsibility for ensuring that behaviour systems are implemented effectively and, where necessary, liaising with external agencies, including the police, regarding serious incidents or criminal offences.
- Monitor significant incidents and ensure that responses remain fair, supportive and restorative wherever possible

Our Governors Will:

- The Governing Body supports and promotes a culture of positive behaviour, inclusion and respect and promote the school's vision for positive behaviour and relationships.
- Monitor the effectiveness of this policy and its impact on pupils and staff.
- Provide strategic support and challenge to ensure high standards are maintained.
- Ensure leaders have access to relevant training and resources.
- Governors review the effectiveness of this policy and ensure appropriate systems are in place to support pupils and staff.

Our Parents and Carers Will:

Strong partnerships between home and school are essential in promoting positive behaviour and wellbeing. Through our Home-School Agreement, parents and carers are encouraged to:

- Support the school's values and expectations.
- Work collaboratively with staff when concerns arise.
- Celebrate success and positive behaviour.
- Share information that may help staff support their child effectively
- Work collaboratively with the school to promote positive behaviour and wellbeing.

- Support and reinforce the school's values and expectations at home.
- Celebrate their child's successes, effort and positive choices.
- Communicate openly with school staff and share information that may help support their child.
- Model respectful relationships, kindness and responsible behaviour.

Safety and Wellbeing

Keeping everyone safe is a shared responsibility. We encourage children to:

- Follow adult guidance and safety instructions promptly.
- Use equipment, resources and technology safely and responsibly.
- Help maintain a safe environment by reporting concerns to a trusted adult.
- Bring only items that support learning and wellbeing in school
- Make healthy choices that contribute to a positive learning environment.
- Demonstrate personal responsibility when using personal belongings and digital devices in accordance with school procedures.

A Positive Behaviour Approach

The school strongly believes in a positive behaviour approach and all staff work proactively to support pupils to behave appropriately.

Pupils should be taught explicitly what good behaviour looks like. In conjunction with our School Behaviour Curriculum, which details behavioural learning for each term across the school and highlights the school's 5 Stage Sanction programme, we believe pupils are taught and learn valuable life lessons and develop the skills required to be positive citizens in a global world.

● At the beginning of every year, the children in each class decide on their own set of class rules, giving them a sense of ownership and clarity about classroom behaviour expectations and boundaries. This is usually achieved through class discussion in a PSHE lesson. The rules are based on positive statements and link to our school values, e.g., we use kind and positive words, and are displayed in the classroom.

● A list of school behaviour guidelines has also been drawn up so that the children have clarity about behaviour expectations outside the classroom (Appendix 1).

Children have been fully involved in the creation of these school rules and the majority choose to adhere to them. This is what makes Ribby with Wrea a safe, happy, caring school.

● These school guidelines, which include expectations of behaviour during all clubs and out of school visits, are reviewed and reinforced in PSHE lessons, during whole school assemblies and school council meetings. They are clearly displayed around the school.

● All adults model speaking respectfully and calmly to children at all times. Children are expected to do the same. Every child has the right to be listened to and will always be given an opportunity to put their point of view forward (when they are calm and able to do so).

● We know our children well and all staff work hard to encourage positive behaviour choices by seeing the good in all children and using a range of techniques including distraction, non-verbal messages, proximity praise, reminders, peer support and praise.

● Some children may need a little more support to reach the expected standard of behaviour. These pupils may have individual positive behaviour plans. These plans include details of the child's behaviour triggers and provide staff with ideas and suggestions to support the de-escalation of inappropriate behaviour choices and ensure consistency

Celebrating Success and Positive Contributions

At Ribby with Wrea Endowed Church of England Primary School, we believe that recognition and encouragement play an important role in helping children develop confidence, motivation and positive attitudes towards learning and relationships. We celebrate achievement, effort, kindness, perseverance, responsibility and service to others, ensuring that every child has opportunities to experience success and feel valued within our school community.

House Teams

All children belong to one of our four House Teams: **Bryning, Ribby, Wrea and Westby**. House Points are awarded throughout the school day to recognise positive contributions, including kindness, helpfulness, effort, perseverance, responsibility, excellent learning behaviours and living out our school values.

At the end of each week, House Points are celebrated collectively and the winning House is announced during our Merit Assembly. The House Cup is displayed proudly in school with the colours of the winning House, celebrating teamwork and a shared commitment to our school community.

Stars of the Week

Each week, every class selects a two **Stars of the Week**. These awards recognises children who have demonstrated outstanding effort, positive attitudes, kindness, resilience, excellent behaviour or significant progress in their learning. Pupils receive a special badge and their achievement is celebrated with the wider school community and shared with families.

Presentation Award

A **Teacher's Special Presentation Award** is given each week to recognise pupils who consistently take pride in their work and presentation. This award encourages care, attention to detail and personal pride in learning.

Praise Postcards

Teachers send **Praise Postcards** home to celebrate special achievements, effort, improvement or positive attitudes demonstrated in school. These postcards strengthen the partnership between home and school by ensuring that successes are shared and celebrated with families.

Celebrating Achievements

We value and celebrate achievements both within and beyond school. Children are encouraged to share successes from sporting activities, performing arts, community groups, church involvement and other interests during assemblies and celebration events. This helps to build confidence, inspire others and recognise the wide range of talents within our school community.

Everyday Recognition

Positive behaviour and effort are acknowledged throughout every school day through:

- Specific verbal praise and encouragement.
- Positive written feedback and marking that highlights strengths and next steps.
- Stickers, certificates and class-based recognition systems.
- Opportunities to share work and achievements with peers and other adults.
- Celebrations of kindness, responsibility, perseverance and positive relationships.

Headteacher's Recognition

Children who demonstrate exceptional effort, achievement, kindness, leadership, service or commitment to our school values may receive a **Headteacher's Award**. This special recognition may include a certificate, sticker or personal acknowledgement from the Headteacher, and families are informed so that achievements can be celebrated both at school and at home.

Commendation Awards

Children have opportunities to earn commendations throughout their time at school, leading to **Bronze, Silver, Gold and Platinum Awards**. These awards recognise sustained positive contributions to school life, participation in teams and performances, involvement in church and community activities, leadership opportunities and commitment to our values. Achievements are celebrated through assemblies and school communications, reinforcing our belief that every child can make a valuable contribution to the life of the school and wider community.

Through these celebrations and recognitions, we aim to nurture confidence, character, aspiration and a love of learning, ensuring that every child feels valued, encouraged and inspired to flourish.

Responding to Behaviour Choices and **Supporting Positive Behaviour and Restorative Practice**

When behaviour falls below expectations, staff will respond calmly, fairly and consistently, taking account of the child's age, stage of development and any additional needs, including SEND. Our goal is always to support learning, strengthen relationships and encourage positive future choices.

Adults may use the following graduated approach:

1. A gentle reminder of expectations.
2. A restorative conversation.
3. Coaching and support to make a better choice.
4. Time for reflection and self-regulation.
5. Repairing relationships or resolving conflict.
6. Restoring learning opportunities.
7. Involvement of parents or carers where additional support is needed.
8. Individualised support plans where appropriate.

Children may be supported to:

- Reflect on the impact of their actions.
- Consider alternative choices.
- Restore relationships with others.
- Repair or replace damaged property.
- Complete learning tasks successfully.
- Develop strategies to manage emotions and behaviour more effectively.

Supporting Safe and Responsible Choices

Where items are brought into school that do not support learning or do not comply with school expectations, staff will ensure that these are stored safely and returned in accordance with school procedures. Parents and carers may be asked to collect certain items directly from school.

Consequences

Whilst positive behaviour choices are encouraged and celebrated at Ribby with Wrea, we recognise the need for clear boundaries and there will always be some children who need to face consequences.

At all times, efforts will be made to understand the reason behind a child's behaviour and all staff endeavour to disapprove of the behaviour not the child.

Our policy is based on a structure whereby the class teacher, TAs, or After School Club/Activity Leaders applies the initial consequence. The involvement of members of the Senior Leadership

Team and Headteacher follows if poor behaviour continues or if a child is struggling to recover their behaviour.

Children are encouraged and supported by staff to reflect on their behaviour/emotions and to describe alternative reactions and behaviours if a similar situation was to arise. Occasionally, the severity of a child's behaviour may warrant an alternative approach directly involving the Headteacher.

As detailed in our Behaviour Curriculum – behaviour is categorised into 5 Stages of increasing severity.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Following the rules (examples)	Following the rules (examples)	Following the rules (examples)	Following the rules (examples)	Following the rules (examples)
Taking turns. Putting hand up when speaking. Walking sensibly around school. Following instructions. Completing work.	Speaking politely to staff, visitors and other pupils. Using good manners. Following instructions. Co-operating with others. Showing kindness. Speaking truthfully. Work completed to the best of a pupil's ability.	Helping others in the playground. Being respectful to others and their opinions. Being respectful to property.	Being respectful to others and their opinions. Being respectful to property. Consistently following the school behaviour curriculum	Being respectful to others and their opinions. Being respectful to property. Consistently following the school behaviour curriculum
Inappropriate behaviours	Inappropriate behaviours	Inappropriate behaviours	Inappropriate behaviours	Inappropriate behaviours
Shouting out. Name calling Low level disruption Work incomplete or below the expected standard for each pupil's ability.	Speaking rudely to staff. Answering back. Using bad language. Not following instructions. Deliberate distraction to staff or pupils. Work completed in a sub-standard way. Continued low-level disruption Rough' play (Play fighting) or inappropriate actions at break/lunch times. Provoking others. Lying. Racial, homophobic, transgender comment (non-directed). Deliberate damage to or loss of playground equipment	Aggression (including retaliation, hitting, kicking). Abuse/permanent damage of property, furniture, playground equipment. Absconding from the school building. Spitting and/or biting. Continued Low-level disruption after previous actions Verbal abuse/swearing (with intention) at another child. Stealing from another child or school property. Repetitive deliberate distraction. Racial, homophobic, transgender comment (directed at someone).	Abuse - racial, homophobic, transgender, sexual, peer to peer. Vandalism Verbal abuse/swearing at staff. Absconding from the school grounds. Stealing from staff or money/high value items. Persistent deliberate disruption. Use of mobile phone on school grounds.	Persistent bullying despite interventions. Persistent verbal abuse towards staff Physical abuse of staff Non-engagement of parents/carers Prohibited items brought into school – knives, weapons).
Action/Sanctions	Action/Sanctions	Action/Sanctions	Action/Sanctions	Action/Sanctions
A reminder of the expected behaviour. Verbal reprimand. Pupil being asked to repeat the inappropriate action correctly. Pupil moved to another seat/table within the classroom. Pupil repeats the work to the expected individual standard.	10+ minutes of time out (taken to different class). (Maximum time out 30 minutes) 10+ minutes - Stand at the blue fence (playground) (Maximum 25 minutes) Verbal apology from the pupil. Class teacher record incident for future reference – member of class staff contact parents if regular occurrences or if behaviour is unusual/new/concerning.	Refer to SLT if required. Class teacher to record incident and frequency. School Behaviour Plan (report card) put in place. Meeting with parents and pupils to discuss actions/expectations and plan moving forward. Miss 2x playtimes Phone call home from Headteacher	Parents meet with the headteacher and class teacher. Possible lunchtime exclusion – parents collect from school and return after lunch. Withdrawal from the classroom for a period of time – up to 1 day – work completed elsewhere. Possible managed transfer to another educational setting. Fixed term exclusion.	Meetings with parents and Headteacher. School transfer (possibly second) within the cluster. Fixed term exclusion. Permanent exclusion.

Consequences within the classroom

We begin by praising positive behaviour, however, should a pupil not follow the class behaviour expectations:

1. An explicit initial warning is issued– this may be a visual or verbal prompt or even a look.

2. If the behaviour continues, the child's name is written on the board. The child may be moved or supported by an adult.

3. If the behaviour continues, the child will be given recovery time to calm down and may be given support to reflect on their actions. This may be within the classroom, in a quiet designated space or in a different classroom. Our aim is for the child to return to the main lesson and continue their learning.

4. Should behaviour not improve, the child will be given a 'yellow card' which will be recorded on CPOMS (our electronic behaviour log). The teacher will consider a possible sanction. Based on the Behaviour Curriculum stages. (Level 1-2)

5. For more serious breaches of our school rules (physical violence, verbal abuse etc) a child will be immediately issued with a 'red card' and sent to a member of SLT who will record this on CPOMS and meet with the child to discuss their behaviour and decide on an appropriate consequence. Parents will be informed. (Level 3)

Consequences at playtime or lunchtime

We begin by praising positive behaviour, however, should a pupil not follow the playground behaviour expectations:

1. An explicit initial warning is issued– this may be a visual or verbal prompt, e.g. when a child is being overly boisterous or dangerous in their play.

2. If the behaviour continues, the child is given a 'yellow card' (detailing their name and behaviour) and will be asked to sit for 5-10 minutes on a designated bench to calm down and reflect on their behaviour. Yellow cards need to be logged on CPOMS. Where a child is frequently issued yellow cards, the school behaviour lead/Headteacher will contact parents to discuss the child's behaviour. (Level 2-3)

3. If a child repeats the behaviour or is deemed to have committed a Level 3 or above offence - aggression, abuse/damage, spiting, verbal abuse, racial/homophonic comments - they will be given a red card (detailing their name and behaviour) and will be asked to sit for the remainder of their breaktime on a designated bench to calm down and reflect on their behaviour.

The behaviour incident will be reported to the Headteacher or a member of the Senior Leader Team who will log it on CPOMS and follow up as necessary. Staff need to inform parents of the incident at the end of the school day.

Additional Support for Pupils

Some pupils may require targeted support to help them achieve success. This may include:

- Learning Mentor support.
- Individual mentoring sessions.
- Social and emotional learning programmes.
- Early Help Assessments.
- Multi-agency support.
- Individual Positive Behaviour Plans.
- Structured check-in and check-out systems.

Adapted provision for pupils with SEND or additional needs. Special Educational Needs and Vulnerable Pupils

As a fully inclusive school, we understand that some children need extra support. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

In some circumstances, a child may have a separate system for rewards and sanctions in addition to the whole school rewards and sanctions. This is agreed by the SENCO, parents, carers, adults working with the child and the child themselves.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

As part of meeting their duties, staff at Ribby with Wrea will endeavour, as far as possible, to anticipate likely triggers of misbehaviour and put in place support to prevent these.

Examples of this may be;

● short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long

● adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher ● Use of sensory aids and prompts

● training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

We will liaise with external agencies and parents to plan support programmes for that child and review it on a regular basis.

SEND and vulnerable children are kept closely monitored at termly review meetings with SLT and pastoral support providers.

CPOMS

Classroom or playtime incidents which have been referred to the Senior Leadership Team/Headteacher are recorded on a secure electronic behaviour incident log called CPOMS with details of the date and nature of the incident, who was involved and any follow up actions. The monitoring is the responsibility of SLT.

The aim of the CPOMS is to record and track a child's behaviour, enabling staff to recognise patterns of behaviour and deal with a problem or plan further support. In the case of serious or repeated incidents, the Headteacher or SLT will inform the parents of their child's behaviour and discuss next steps, which may include an internal seclusion.

It is likely in this scenario that outside agencies who are yet to have been involved will be called upon for advice and support e.g. Educational Psychologist, MAST support, etc.

Responding to Significant Behaviour Incidents

A small number of behaviours may have a significant impact on the safety, wellbeing or learning of others. In these situations, the immediate priority is to ensure everyone remains safe. Incidents will be investigated fairly, recorded accurately and addressed in partnership with pupils, families and, where appropriate, external agencies.

Examples of significant behaviour incidents may include:

- Repeated behaviours that continue despite support and intervention
- Physical aggression or actions that place others at risk of harm.
- Deliberate damage to property.
- Theft or dishonesty involving others' belongings.
- Leaving school premises without permission.
- Persistent disruption to learning.
- Bullying, discrimination, racism, prejudice-related incidents or online bullying.
- Possession of prohibited items.
- Unsafe use of equipment, technology or facilities.
- Inappropriate use of digital communication, social media or online platforms.
- Allegations requiring investigation under safeguarding or staff conduct procedures.

Child-on-Child Abuse

We understand that children can abuse other children and we strive to prevent this through our teaching of positive relationships and through the nurturing culture and environment we create. Staff have the responsibility to challenge any behaviour that is considered inappropriate between children and where they have concerns, incidents must be recorded on the school's internal monitoring system (CPOMS) and in serious and extreme circumstances, these must be reported to a Designated Safeguarding Lead (DSL) or Deputy DSL immediately. The schools DSL &

Headteacher or Deputy DSLs (Deputy Headteacher) will then decide the appropriate sanction for the behaviour and contact parents/carers of all children involved.

Bullying (cyberbullying, prejudice-based and discriminatory bullying)

Ribby with Wrea CE Primary School does not tolerate bullying in any form. The Headteacher (DSL) or a member of the Senior Leadership Team (Back-up DSL) will support pupils, class teachers and parents when responding to incidents of bullying and child-on-child abuse. All incidents will be dealt with in a swift and timely manner to ensure they are resolved as soon as possible. Further information on definitions of bullying; the school's response to bullying, and how Ribby with Wrea aims to prevent bullying, can be found in the school's Anti-Bullying Policy (see school website).

Sexual Violence

At Ribby with Wrea we educate our children around the themes of sexual harassment, sexual violence and online sexual abuse through our PSHE and Relationships education. In September each year, we teach our children about the importance of consent in all relationships and how we can foster an environment of consent in school. We teach our children the message of 'Trust and Tell' and ensure they are aware that all adults in school, are adults they can report a concern or worry to. As part of our Safeguarding education, we annually participate in the NSPCC 'Speak out Stay Safe' programme which educates children on different forms of abuse and the importance of talking to trusted adults in and outside of school. From EYFS to Year 2, all children watch the NSPCC 'Pants are Private' assembly and discussions relating to consensual touch take place in classes.

Where a pupil touches another child inappropriately, and this is deemed as sexual harassment, e.g. touching another child's private parts, this must be reported to a member of the Senior Leadership Team immediately. This member of staff will then ensure parents/carers of all children involved are contacted and informed appropriately.

Use of Mobile Phones and Smart Technology Devices

Statutory guidance issued from the Department of Education for implementation on 1st September 2026 states that the use of mobile phones and smart technology devices is prohibited within school. At Ribby with Wrea we are very conscious that some of our pupils make their way to school by themselves or without an adult escorting them and are keen for the pupils and parents to feel safe during this important transition. Pupils are permitted to bring a mobile phone to school but this must be turned off once entering the school site and remain of until leaving again. The device must be handed to a member of staff for safe keeping throughout the day and can only be reclaimed at home time or when the pupil is leaving the school property.

Pupils are reminded of the expectation to hand phones in and are aware of potential sanctions if they do not follow the agreed procedures. We appreciate parent support in this important safeguarding matter.

Supportive Responses to Significant Incidents

Following investigation, the Headteacher or Deputy Headteacher may implement one or more of the following supportive measures:

- Restorative meetings and reflection opportunities.
- Additional supervision and guidance.
- Temporary adjustments to learning arrangements to support successful engagement.
- Formal meetings with parents and carers to agree next steps.
- Targeted pastoral support from the Learning Mentor.
- Individual Positive Behaviour Plans with clear targets and support strategies.
- Report cards, mentoring programmes or regular check-ins.
- Early Help Assessment (EHA) or multi-agency involvement when appropriate.

Internal Seclusion and Fixed-term or Permanent Exclusions

For extreme behaviours (such as violence, severe damage to property, child-on-child abuse, racism or bullying) the Headteacher will be informed. In these cases, internal seclusion may be used. This will take place with correct supervision and in a place away from the school population and appropriate work is set for the child to do individually. Children on an internal seclusion will take lunch and break away from their peers and be allowed time to use the toilet. There will be a behaviour plan put in place with the child before re-admittance to the classroom. Time periods for isolation should be fair and can only be set by the Deputy Headteacher with agreement from the Headteacher.

At Ribby with Wrea Primary School we do not wish to exclude any child from school, and may explore other options, such as use of pupil support units, alternative provision and managed moves; however sometimes it may be necessary.

An exclusion is defined as a fixed period or permanent removal of a child from the school and its premises. Only the Headteacher has the power to exclude a pupil.

The Headteacher may exclude a pupil for one or more fixed periods, for up to forty-five days in any single school year. The minimum exclusion period is half a day.

In severe circumstances the Headteacher may exclude a pupil permanently. If a pupil is excluded by the Headteacher, the pupil's parents must be informed immediately, giving reasons for the exclusion. This must be communicated both in writing and verbally. The Chair of Governors will also be informed of the decision.

The parents of the excluded child must also be informed of their right to appeal against the exclusion and how to make such an appeal. The Headteacher will also inform the Local Authority and give notice of the time period and reasons of the exclusion.

Anti-bullying Incidents of bullying or child-on-child abuse are taken very seriously atRibby with Wrea. This can include poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school. We have an Anti-bullying Policy in place to prevent and repair the damage caused by bullying– see the Anti-Bullying Policy for further details. Any incidents of racism will be recorded and submitted to the Local Authority. In these cases, the restorative approach will focus on teaching why this is unacceptable and on repairing the relationship.

Positive Intervention and Keeping Children Safe Use of Reasonable Force

In rare circumstances where there is a risk of harm to a child or others, trained staff may need to use reasonable and proportionate intervention to maintain safety.

Although it is extremely rare at Ribby with Wrea, there may be circumstances when it is appropriate for staff to use reasonable force to safeguard children.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children.

This can range from blocking a child's path or guiding a pupil to safety by the arm through to more extreme circumstances where a student needs to be restrained to prevent violence or injury.

When considering using reasonable force staff will carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Detailed advice for Headteachers and school staff is available in https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
Any intervention will:

- Be used only when necessary and as a last resort.
- Use the minimum level of force required to keep people safe.
- Be carried out by appropriately trained staff wherever possible.
- Be recorded and reviewed following school procedures.
- Be communicated to parents and carers promptly.

Where a child requires this level of support, an individual Positive Behaviour Plan and appropriate risk assessments will be developed in partnership with parents, carers and relevant professionals.

Learning Mentor Support

The Learning Mentor plays an important role in promoting wellbeing, positive behaviour and successful learning experiences for all pupils. Working alongside children, families and staff, the Learning Mentor helps pupils overcome barriers that may affect their learning, relationships, attendance, confidence or emotional wellbeing.

Support may be provided on an individual basis or through small group sessions, depending on a pupil's needs and strengths. Referrals can be made by class teachers, other members of staff or through pupil self-referral, enabling children to seek support when they feel it would be beneficial.

The Learning Mentor works proactively to:

- Build positive relationships with pupils and families.
- Support children in developing self-regulation, resilience and social skills.
- Help pupils manage friendships, resolve conflicts and develop positive peer relationships.
- Provide emotional support during times of change, challenge or difficulty.
- Work collaboratively with staff and families to identify and reduce barriers to learning.
- Celebrate strengths and encourage positive engagement with school life.
- The Learning Mentor is also available at the start of the school day to support children and families, helping to ensure that pupils feel safe, settled and ready to learn.

Early Help and Multi-Agency Support

When a child or family would benefit from additional support, the school may work in partnership with parents and carers to complete an **Early Help Assessment (EHA)**. The purpose of the EHA is to identify strengths, understand needs and coordinate appropriate support at the earliest possible stage.

Through the Early Help process, families can access a range of targeted support services designed to improve outcomes for children and promote wellbeing. The school works collaboratively with families and external professionals to ensure that support is tailored to individual circumstances and builds upon existing strengths.

Where appropriate, support may involve a coordinated multi-agency approach, bringing together professionals from education, health, social care and other services. This collaborative approach helps ensure that children and families receive timely, holistic support that enables pupils to thrive both in school and beyond.

Through our Learning Mentor provision and Early Help processes, we seek to ensure that every child feels valued, supported and empowered to overcome challenges, develop positive relationships and achieve their full potential.

Related Policies

This policy should be read alongside the following school policies:

- Anti-Bullying Policy, including Online Safety.
- Attendance Policy.
- Complaints Policy.
- Equality Policy.
- Home-School Agreement.
- Teaching and Learning Policy.
- Managing Allegations Against Adults Policy.
- Safeguarding and Child Protection Policy.
- SEND Policy.
- Health and Safety Policy.
- Vulnerable Pupils Policy.

This approach places support, restoration, accountability and personal growth at the heart of behaviour management while maintaining clear expectations and safeguarding responsibilities for all members of the school community.

Appendix 1 : Ribby with Wrea Behaviour Expectations.

	Arrival to school and entering the building	**Entering a classroom**	**Moving around school**	**Worship**
Pupils	Enter the school grounds by walking, pushing scooters or bikes. Greet members of staff with a polite 'Good morning'. Enter the school as soon as the doors are opened (8.40am). Place belongings on individual pegs/lockers (Y5 and 6). Walk quietly into classrooms.	Enter classrooms in calm, quiet manner. Sit at your individual place or follow any instructions from staff. Place water bottles on the floor or in the classroom specific area. Ensure you have the correct resources and are ready to start learning. Pick up anything on the floor and put in correct place. Undertake the morning task or activity.	Walk quietly and safely. Walk in a straight line. Face the way you are walking. Walk without talking. Keep arms by your side. Keep to the left-hand side of the corridor. Walk straight and don't lean on walls, displays or the library. Hold doors open for others. Stand aside to allow adults through doors first. Pick up any coats, litter and resources if the floor is untidy.	Ensure uniform is worn correctly and neatly. Enter/Exit quietly in straight lines. Sit with legs crossed and arms kept to themselves. Eyes looking forward to the front. No talking or distracting of others. Participate fully in songs, prayers and the worship. Wait for each classes turn to leave.
Staff	Staff greet pupils with a polite 'Good morning' Doors opened on time (8.40am). Supervise the pupils entering the school, cloakroom and class rooms. Reminders about walking, being organised and ensuring correct equipment is brought into class – reading books water bottles etc.	Supervise entering the classroom, Ensure a member of staff is in the room. Ensure a morning task or activity is displayed or set up. Be polite and model actions and behaviour to pupils.	Regularly remind class of expectations of quiet lining up, walking and behaviour. Line the class up before leaving. Check pupil's smartness of uniform. If behaviour does not meet expectations – stop the class, recap expectations and wait for improved behaviour. Be polite and courteous to adults/other children with a greeting and hold/open doors for others. Model behaviour and expectations.	Remind pupils of expectations and praise them for achieving them. Organise class into appropriate order, ensuring any pupils that disrupt others are separated. Ensure uniform is tucked in and smart. Lead class into the hall and indicate where to sit. Remind pupils regarding behaviour and listening Model behaviour and expectations.

	Using the school toilets	**Playground, break and lunch**	**Eating lunch in the hall**	**How to leave the school at the end of the day**
Pupils	Use the toilets at the correct times – break and lunch. Ask permission to use the toilet during lesson time. Use the toilets sensibly and with respect for the facilities. Enter the cubicles alone. If there is an issue with the toilets or cubicles, let a member of staff know immediately. Do not remain in the toilets after using the facilities, return to class or the playground promptly.	Walk calmly to the playground including walking down the ginnel. Ensure pupils are respectful, using appropriate language and including others in games and activities. Remain on the playground. Ask the staff on duty if you need to re-enter school for the toilet. Play games and use equipment responsibly. Play safely and sensibly with other pupils, respecting their games and space. At the sound of the whistle – pupils to stop playing and stand still ready to listen to staff.	Wash hands before going to the hall. Remain seated at all times, facing our food. Quiet chat at tables, no raised voices. Hands raised and wait for a response to eat dessert and clear plates. All pupils clear their own plates and rubbish. Manners to be demonstrated at all times – please, thank you etc. All food to be eaten sat at a table. Pupils to try all food they have been given or provided before stating they don't like something. Knife, fork and spoons to be used for eating of school dinners.	Leave classrooms in a quiet and orderly manner. Collect belongings from cloakrooms sensibly and quickly. Exit the building, walking, via the correct exit and proceed to the parent collection area. Leave the school grounds and use the crossing patrol to cross Station Road and Ribby Road.
Staff	Ensure a maximum of 2 pupils are allowed to use the toilet in lesson time at the same time – ideally 1 at a time. Remind pupils of behaviour. Respond promptly to any reports of pupils misbehaving or remaining in the toilets.	Ensure a member of staff (TA) is on the playground a minimum of 2 minutes before play/break times commence. Model waking to the playground. Supervise the ginnel and pupils moving onto the playground. Use Prefects to monitor the ginnel and doors when coming back into school. Encourage safe play and discourage games with physical contact and 'play fighting'. Walk around the playground and continually scan the environment to ensure everyone is safe and respectful.	Ensure pupils are sent to wash their hands either from the classroom or the playground. Check uniform is smart. Ensure pupils are talking quietly and not using raised voices in the hall. Support and model using a knife, fork and spoon. Remind pupils of expectations. Be visible and scanning the hall for hands up or pupils requiring support. Remind pupils about manners. Monitor the clearing of plates and cups. Check tables and the floor before allowing pupils to leave. All pupils to remain in chairs until finished their lunch. Praise and reward the correct behaviour.	Ensure pupils leave the classrooms and building in a quiet and orderly manner. Stop pupils who are not following the procedures and make them wait until the end of the class line. Remind pupils of expectations and not to leave the playground/collection area unless permission from parents or with a parent/carer.

	Uniform	**Ready to learn**	**School resources and equipment**	**Respectful manners**
Pupils	Wear the correct uniform including a tie in winter uniform. Ensure school shoes are worn and not trainers Name clothing, coats and bags for easy identification and retuning of misplaced items. Ensure hand bands and bobbles are school colours – green, white, black. Watches are permitted but must be removed for PE lessons. Ear rings can be small studs but must be removed (by the pupil) for all PE lessons and activities.	Ensure arrival at school/lessons in the correct mindset to listen and try hard. Arrive immediately into class following breaks and lunch times. Have the required equipment and resources on your desk ready for the start of the lesson. Keep work spaces clear and only have correct equipment on the tables. Sit sensibly and quietly. Be willing to try your best in all activities and actively engage with the instructions, learning and activities. Clear your working space and resources at the end of lessons. Push your chair under the table when getting up from your place. No toys, fidget tools or items from home unless agreed by staff.	Treat all resources and equipment with care. Ensure pen lids are placed on after use. Put equipment away where it is stored once used. Plug in laptops and Ipads. Respect outside play equipment and ensure it is returned at the end of breaks and lunch time. Admit to accidents if something is broken or misplaced. Be aware school may charge families for deliberate or repetitive damage to school resources.	Always say 'please' when asking for something. Always say 'thank you' when you receive something. Say 'good morning/good afternoon' to adults when spoken to and during registration. Wait for others to stop speaking before starting your own conversation or saying something to others. Respect peoples' views and opinions without comment or reaction. Be responsible and admit to mistakes and wrong doing – learn to be resilient and to learn from mistakes. Being responsible means being able to be trusted to do the right things that are expected of you without constant supervision.
Staff	Ensure uniform is correct at all times. Engage in dialogue with families when uniform is not correct to help to understand why the uniform is incorrect. Be understanding and fair but uphold the standards on uniform. Staff to present themselves appropriately.	Remind pupils of and model the expectations and the equipment required. Stop pupils using the agreed class method e.g. a clap routine, 'stop', 'put everything down', 'eyes to the front and listening'. Greet children and adults on entry to the room. Use clear instructions. Be consistent in expectations on work, behaviour, routines. Ensure allocated places for all pupils – tables or carpet. Be organised and well prepared for the lessons. Ensure resources are ready and accessible. Model clear working spaces and tidying own resources.	Model treatment of school resources and equipment. Discuss the value of items and cost of replacement when opportunities arise e.g. a pen needs replacing. Be honest and reflect with the class if damage happens to equipment or staff accidentally leave a pen to dry out etc.	Model respectful manners to pupils, staff, parents and visitors. Remind pupils about their manners and being polite and respectful.

Appendix 2: Behaviour Stages and Sanctions - *Sanctions will only be issued after investigation or witnessing of an incident by an adult. All incidents of bullying must be dealt with according to the anti-bullying policy.*

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Following the rules (examples)	Following the rules (examples)	Following the rules (examples)	Following the rules (examples)	Following the rules (examples)
Taking turns. Putting hand up when speaking. Walking sensibly around school. Following instructions. Completing work.	Speaking politely to staff, visitors and other pupils. Using good manners. Following instructions. Co-operating with others. Showing kindness. Speaking truthfully. Work completed to the best of a pupil's ability.	Helping others in the playground. Being respectful to others and their opinions. Being respectful to property.	Being respectful to others and their opinions. Being respectful to property. Consistently following the school behaviour curriculum	Being respectful to others and their opinions. Being respectful to property. Consistently following the school behaviour curriculum
Inappropriate behaviours	Inappropriate behaviours	Inappropriate behaviours	Inappropriate behaviours	Inappropriate behaviours
Shouting out. Name calling Low level disruption Work incomplete or below the expected standard for each pupil's ability.	Speaking rudely to staff. Answering back. Using bad language. Not following instructions. Deliberate distraction to staff or pupils. Work completed in a sub-standard way. Continued low-level disruption Rough' play (Play fighting) or inappropriate actions at break/lunch times. Provoking others. Lying. Racial, homophobic, transgender comment (non-directed). Deliberate damage to or loss of playground equipment	Aggression (including retaliation, hitting, kicking). Abuse/permanent damage of property, furniture, playground equipment. Absconding from the school building. Spitting and/or biting. Continued Low-level disruption after previous actions Verbal abuse/swearing (with intention) at another child. Stealing from another child or school property. Repetitive deliberate distraction. Racial, homophobic, transgender comment (directed at someone).	Abuse - racial, homophobic, transgender, sexual, peer to peer. Vandalism Verbal abuse/swearing at staff. Absconding from the school grounds. Stealing from staff or money/high value items. Persistent deliberate disruption. Use of mobile phone on school grounds.	Persistent bullying despite interventions. Persistent verbal abuse towards staff Physical abuse of staff Non-engagement of parents/carers Prohibited items brought into school – knives, weapons).
Action/Sanctions	Action/Sanctions	Action/Sanctions	Action/Sanctions	Action/Sanctions
A reminder of the expected behaviour. Verbal reprimand. Pupil being asked to repeat the inappropriate action correctly. Pupil moved to another seat/table within the classroom. Pupil repeats the work to the expected individual standard.	10+ minutes of time out (taken to different class). (Maximum time out 30 minutes) 10+ minutes - Stand at the blue fence (playground) (Maximum 25 minutes) Verbal apology from the pupil. Class teacher record incident for future reference – member of class staff contact parents if regular occurrences or if behaviour is unusual/new/concerning.	Refer to SLT if required. Class teacher to record incident and frequency. School Behaviour Plan (report card) put in place. Meeting with parents and pupils to discuss actions/expectations and plan moving forward. Miss 2x playtimes Phone call home from Headteacher	Parents meet with the headteacher and class teacher. Possible lunchtime exclusion – parents collect from school and return after lunch. Withdrawal from the classroom for a period of time – up to 1 day – work completed elsewhere. Possible managed transfer to another educational setting. Fixed term exclusion.	Meetings with parents and Headteacher. School transfer (possibly second) within the cluster. Fixed term exclusion. Permanent exclusion.