

Richmond Avenue Primary & Nursery School



Behaviour Expectations 2025 - 2026

Reviewed: September 2025

In order to support positive behaviour, and in recognition of the fact that children need a framework to guide them, this addendum for Positive Behaviour has been created and should be read alongside the SECAT Behaviour Policy and Principles:

Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

- *All students, staff and visitors are free from any form of discrimination.*
- *Staff and volunteers always set an excellent example to students.*
- *Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.*
- *The behaviour policy is understood by students and staff.*
- *The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed term exclusions.*
- *Students are helped to take responsibility for their actions.*
- *Families are involved in behaviour incidents to foster good relationships between the school and student's home life.*

Our aim is to foster a school community where children can learn and develop as caring and responsible citizens. We recognise that within a climate of inclusion, there will be children who need a personalised approach to their specific behavioural needs.

This policy has been informed by the following guidance from DfE:

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

[Equality Act 2010: advice for schools - GOV.UK](#)

[Keeping children safe in education - GOV.UK](#)

[SEND code of practice: 0 to 25 years - GOV.UK](#)

[Use of reasonable force in schools - GOV.UK](#)

[School suspensions and permanent exclusions - GOV.UK](#)

School Systems and Sanctions:

At Richmond, the rewards for good behaviour far outweigh the sanctions for unwanted behaviour. Teachers use praise, special helpers and a range of other methods (see below) to reward and motivate. Most children understand what is not acceptable and the majority of unwanted behaviours are dealt with at an in-class level by the teacher.

Good behaviour

Everyone in school is expected to be:-

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|----------------------------------|---|
| • Careful and considerate | e.g. play safely in playground. |
| • Polite and friendly | e.g. remember to say please / thank-you. |
| • Helpful and kind to each other | e.g. tidy up at end of session. Share toys etc. |
| • Hard working | e.g. do their best, join in with lessons. |
| • A considerate listener | e.g. think about what is said. |
| • Quiet when necessary | e.g. during assembly, when others are talking. |

Encouraging good behaviour and respect:

- This takes place in a range of ways across the school including the use of
 - House points
 - Class Dojos
 - Star of the day (EYFS / KS1)
 - Golden time
 - Certificates from the Headteacher in weekly rewards assembly
 - Positive Postcards sent home to family
 - Additional / 'bonus' playtimes
 - Positions of responsibility across the school – including pupil councillors, house team leaders, class monitors

Our Behaviour Ethos

As we strive for the greatest learning community, we are passionate about our learners achieving their very best within our school. Every stakeholder has an impact on our children's positive learning behaviour and therefore a variety of strategies are put in place to facilitate this. Positive comment and feedback are regularly given to our learners on how to behave appropriately throughout the wide curriculum opportunities we give them. This prepares them with lifelong behaviour skills for a variety of different social situations. On a daily basis, verbal praise, positive language and encouragement alongside the school's weekly celebration assemblies are amongst our main reward systems where pupils' achievements are immediately celebrated and shared.

The environment also promotes good emotional well-being due to various displays celebrating achievements through work and photos. Children who demonstrate good learning behaviour throughout the whole week are rewarded through house points or achievement certificates in assemblies. We believe these behaviour strategies convey the message to all pupils that behaving appropriately in school is paramount to enable a positive behaviour for learning climate.

As a way of encouraging our pupils to show respect and to engender a sense of belonging, we require them to wear school uniform, and we ask parents and carers to ensure their children are dressed appropriately for school every morning. Children should also have PE kits in school so they can participate in all activities during lessons.

Responses to Behaviours:

When considering sanctions or reviewing misbehaviour, Richmond staff, alongside the SECAT overarching aims and principles, aim to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour. To achieve these aims, a response to behaviour may have various purposes/actions, these include:

Deterrence:

- Sanctions are given in school where appropriate. Through the step-on approach, we aim to make consequences relevant and logical to the pupils' actions. These can include (but are not exclusive to)
 - Time out, in class
 - **Reset** in another class
 - Staying into complete work at the start of break/lunch
 - **Reflection** at break / lunchtimes with staff
 - Informal conversations with parents/carers by class teachers
 - **Review** meetings with parents/carers with phase leaders / Leadership
 - The school consequence system (see below)
 - Use of Social Stories
 - Individual, group or class discussions as appropriate, regarding actions and consequences
 - Time-limited removals from class, managed within school
 - Time-limited suspension from school
 - Permanent exclusion from school

Protection:

- Measures to keep all individuals in the school safe include:
 - Removal of individuals from lessons if behaviour is deemed dangerous
 - Removal of a class from a situation / area if dangers are present
 - Individuals spending periods of time learning away from their own classroom or away from other peers
 - Individual pupil risk assessments (with resulting measures being put into place)
 - Individual pupils predict & prevent plans or pastoral support plans

Improvement

- The use of a therapeutic approach to behaviour management via the 'Therapeutic Thinking' approach; all staff are trained in this approach and have yearly refreshers on expectations and pupil management, including:
 - Ensuring all staff encourage and teach positive behaviours and use positive language and phrases in line with the Therapeutic Thinking approach
 - Ensuring staff understand and value pro-social behaviours, recognising the difference between subconscious and conscious behaviours
 - Ensure the understanding of the meaning of discipline (to teach, not punish)
 - Ensure the understanding of attachment, trauma and the impact of these on pupils' behaviours and responses in different situations
 - Ensure the understanding of Healthy Inclusion in all classrooms
 - Anxiety Mapping to support individual pupils needs and access to learning
 - Creation of Predict and Prevent plans where necessary
 - Ensure pupils understand the vocabulary and language to be able to describe emotions and feelings so that they can effectively communicate

Physical Intervention

All staff are trained in de-escalation techniques to prevent the use of physical intervention, but, when absolutely necessary, members of the Senior Leadership Team will physically intervene as a last resort when necessary to:

- Prevent injury to the pupil or others
- Stop a criminal offence
- Prevent serious damage to property
- Maintain discipline in the classroom or school environment

Each incident of physical intervention is recorded and parents/carers informed.

Pastoral Support:

The school pastoral team works with individual pupils where necessary to provide additional support to help pupils understand and manage

- Emotions
- Boundaries
- Rules and expectations in the school
- Reflection on actions and next steps
- Restorative justice
- Utilising the use of now/next/then cards or, visual timetables
- The consequences of actions

Growth Mindset

Across the school, in both language of staff and through lessons and displays, Growth Mindset supports the teaching and proactive positive behaviours of pupils and staff.

Teaching our pupils and staff

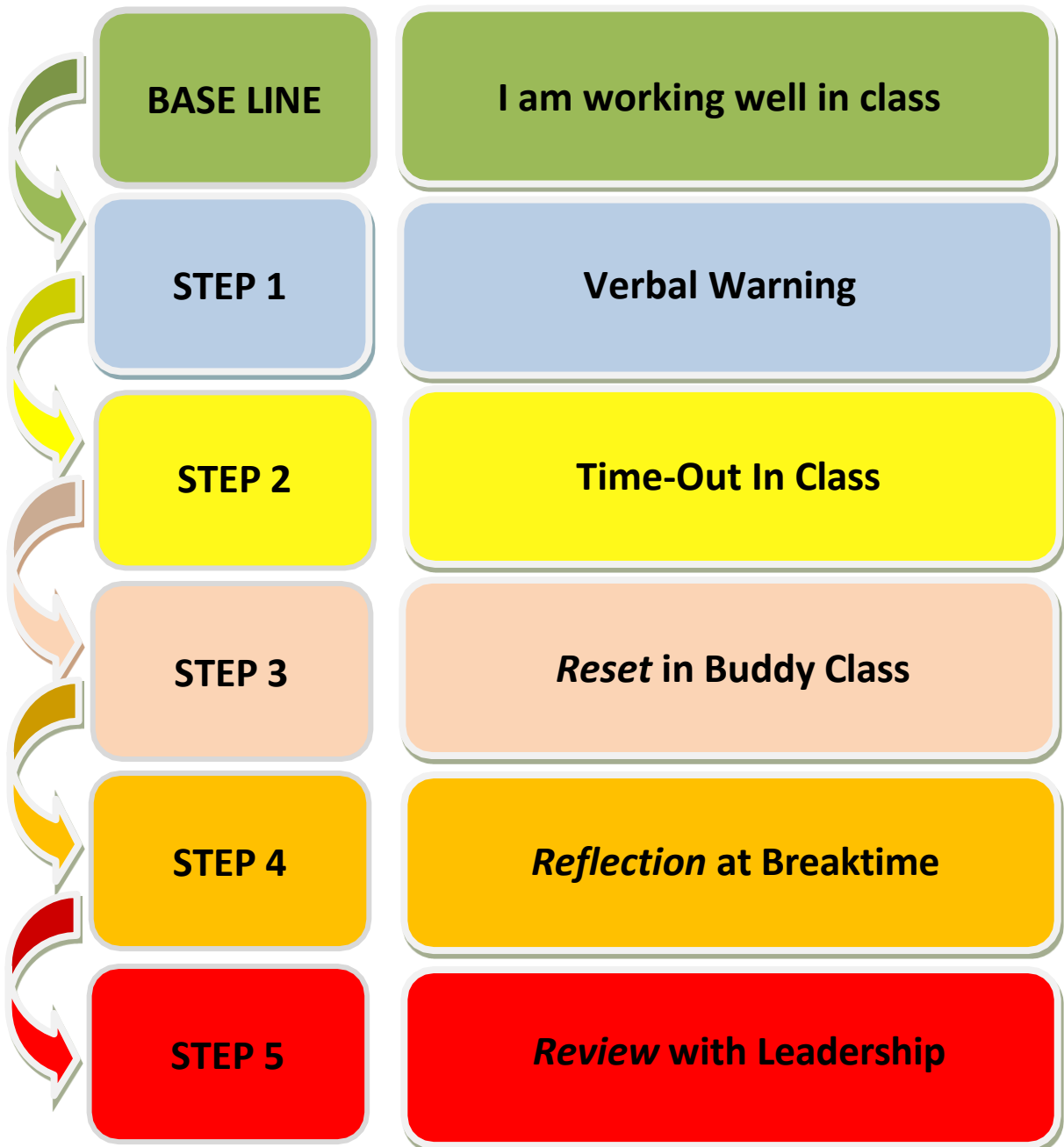
- De-escalation techniques
- Restorative language
- Vocabulary for describing emotions and feelings
- To understand a behaviour curriculum – what successful behaviour looks like and how to display these behaviours

Behaviour Outside School

As a school we believe that our students continue to represent the school and are members of our school community whether they are on or off site. If a student is wearing our school uniform and is making their way to or from school, then they are representing the school and are open to any rewards or sanctions that their behaviours whilst in uniform may necessitate. Additionally, this applies to all visits, trips, sporting fixtures or work in the community when they are under the direct supervision of staff regardless of whether their uniform is being worn.

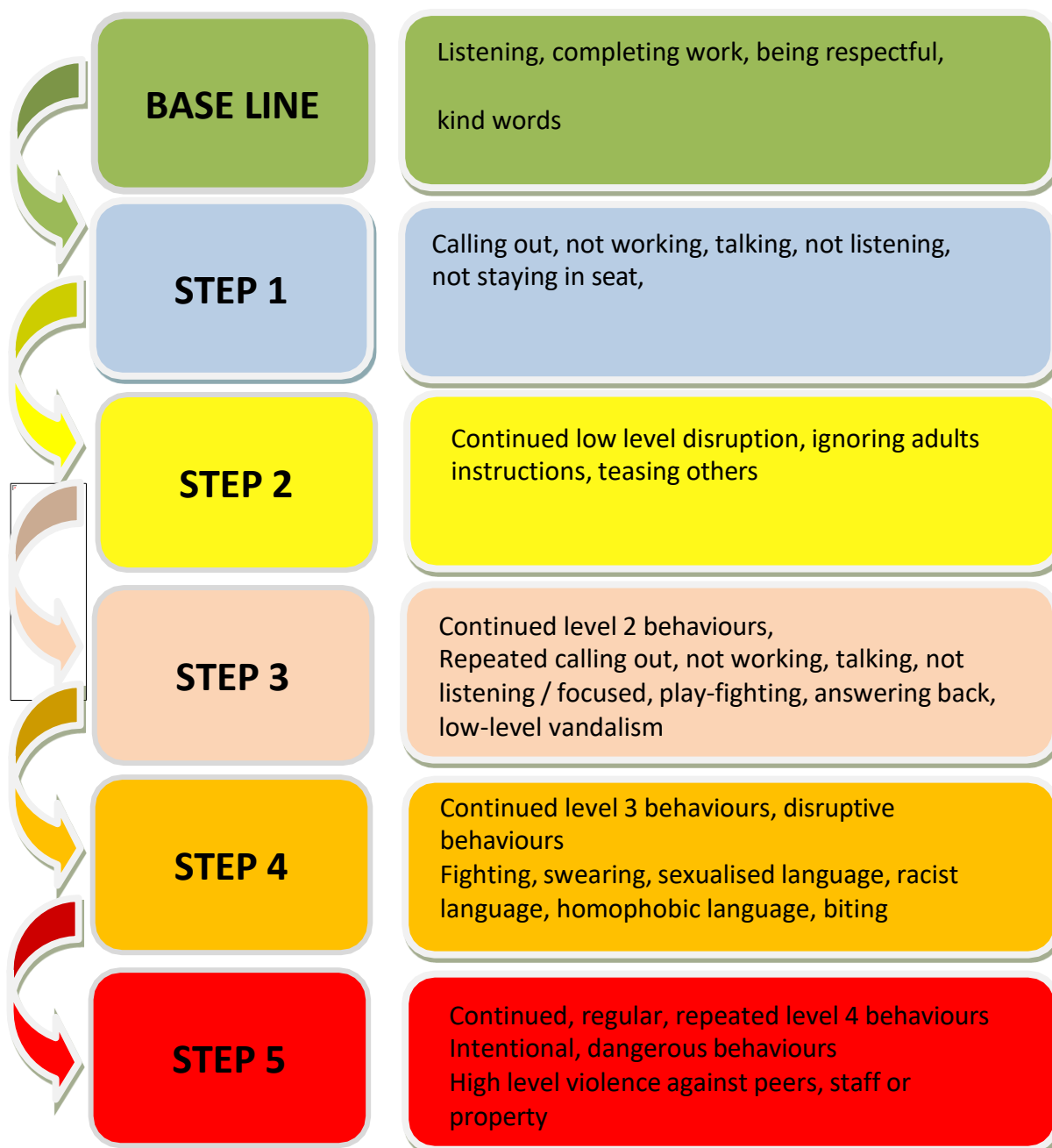
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Consequence System



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EXAMPLE BEHAVIOURS –



Step 1: Initial Behaviour →

- A pupil receives a verbal reminder of the rule and what is expected.

Step 2: In-class Time out →

- The pupil is given a reminder warning that they have a choice to follow the rule and comply with an adult request or, if they repeat the same behaviour, then they will be asked to sit by themselves at the time out table for 5 minutes to calm and respond appropriately.

Step 3: Reset in buddy class →

- The pupil is given a verbal warning that they have a choice to follow the rule and comply with an adult request or if they continue to repeat the same behaviour then they will be asked to go for 10 minutes reset in their buddy class to complete their work / reflection sheet
- The pupil is to go to their buddy class for 10 minutes at KS2 or 5 minutes at KS1 to reflect on their behaviours.
- They then return to their classroom and continue with the lesson. The prior actions will be discussed by the teacher and the child at the first break, either lunch or play. If the child gets to this stage during the afternoon then the discussion should take place before the end of day.

Step 4: Reflection at breaktime →

- The pupil is given a verbal warning that if they repeat the same behaviour then they will have further consequences (e.g missed break)
- The pupil will then have this incident recorded in the online system (BromCom), parents will be spoken to by class teacher and child will have to stay in for the following break time / start of lunch.

Step 5: Leadership involvement / Further consequences →

e.g. Consistent behaviour issues

- Two L4 incidents within ten school days will result in the third incident becoming a L5.
- At L5, the child having a consequence will also have a meeting with their class teacher, phase leader and parent.
- At L5, the child's consequence can include removal from the classroom, learning outside the classroom, a pastoral support plan or, for more serious actions, exclusion.

****Any child who has a (L4 or above) break / lunch consequence cannot represent the school for a week from when the consequence is issued.**

****SLT reserve the right to suspend children from squads due to inappropriate behaviours**

Children can be given a L5 consequence instantly by the Head / Deputy for more serious incidents of poor behaviour.

Incidents of extreme behaviour can also result in instant suspension or exclusion by the Headteacher without going through the whole system in response to serious or consistent breaches of this policy or, if allowing the pupil to remain in the school would seriously harm the welfare or education of others. For example: serious physical assault, continued disruptive or dangerous behaviours. All cases are judged individually.

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LUNCHTIME Consequence System

