



St Richard's CE Primary School

Behaviour Policy

This policy was last reviewed:	Spring 2026
This policy will be reviewed again:	Spring 2027
This policy will be reviewed by:	School Community Committee
Statutory policy:	Yes
Source:	Governing Body

Please note that this document comprises the main policy followed by 7 appendices:

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BEHAVIOUR POLICY 2025-2026

We aim to enable every child to flourish in their potential as a child of God, to achieve without limits and to become an agent of change. We are committed to fostering good mental health and wellbeing for our whole school community. Our school is completely inclusive and distinctively Christian.

As a Church of England primary school, our behaviour policy has been written within the Christian aims and values that we have jointly developed. We call this our Faith ID and view these statements as a blueprint for the way we want all our community to live.

Our Faith ID

- We stand together shoulder to shoulder always ready to forgive
- We use our heads to make good choices and achieve our very best in all we do
- We use our eyes and ears to learn what Jesus teaches us
- We open our hearts to trust and worship God.
- We join hands in love and friendship
- We use our tongues truthfully and responsibly
- We use our feet to share God's love with our community

We use our Faith ID as a framework to support good behaviour across the school and take a positive approach to helping children learn how to make good choices and behave well. Our goal is to lead children to want to behave well rather than to force them to behave through coercion. We are committed to promoting positive physical, mental health and emotional wellbeing for all pupils, families, members of staff and governors, so that all have the resilience to manage 'normal' stresses of life.

Restorative Approach

A **restorative approach** process is a way of managing behaviour and resolving conflict that focuses on **repairing harm, rebuilding relationships, and restoring trust**, where all parties have their say and agree on the way forward.

When resolving any disputes or falling outs at school we commit to always asking all involved the following **Five 'magic' questions**:

- What happened?
- What were or are you thinking and feeling?
- Who has been affected and how?
- What do you need to feel better?
- What needs to happen now and what can you do to make this happen?

Pupil Voice

We believe that listening to pupils and valuing their views is essential in creating a positive, respectful, and safe learning environment. As a Rights Respecting School, we place children's rights at the heart of our ethos that pupils are supported to understand, express and exercise their rights responsibly.

Pupils voice plays a key role in shaping behaviour expectations, relationships, and decision making across the school. Pupils are encouraged to share their views, concerns, and ideas through a range of opportunities, including:

- School council and pupil leadership roles
- Rights Respecting School ambassadors

- Class discussions and circle time
- Pupil questionnaires and surveys
- Restorative conversations and discussions with a trusted adult.

We actively encourage pupils to speak out if they experience or witness behaviour that does not align with our school values. Pupils are reassured that their concerns will be taken seriously, handled sensitively, and followed up appropriately.

By promoting pupil voice, we aim to:

- Empower pupils to express their views confidently and respectfully
- Help pupils take responsibility for their behaviour and choices
- Strengthen relationships between pupils and staff
- Foster a culture of mutual respect, inclusion, and shared responsibility

Pupil feedback is regularly reviewed and used to inform policy development, behaviour strategies, and whole-school improvement.

Personal, Health, Social & Economic Education (PHSEE)

Promoting Alternative Thinking Strategies (Paths®) and other PHSE resources are used to support good behaviour within the school. Class work is supplemented by small group work for those children who have been identified as needing additional support.

Class teachers should raise concerns with the Special Educational Needs Co-ordinator (SENCO). Children identified as having special needs in social and emotional development may receive small group support; be included in a social skills group; receive 1:1 support in a Nurture group or be offered other therapies.

Consequences: Rewards & Sanctions

The main focus of our behaviour work is on **positive reinforcement**. 'Catching the children doing good' should be where the emphasis is. Praise and celebrating good work & behaviour are used constantly to promote self-esteem and a positive attitude. We believe that sanctions should be clear, consistently administered and be proportionate to the behaviour. Staff should start off by using low key responses to encourage the desired behaviour. These would include non-verbal messages using eyes or hands, praising a child who is demonstrating the desirable behaviour or stating the undesirable behaviour to the child e.g. X you are talking whilst I am trying to talk. Usually these methods will halt the undesirable behaviour. See appendix 1 for agreed rewards and sanctions.

Individual Behaviour Plan

If a child is identified as needing more support, an Individual Behaviour Plan will be drawn up. This will involve the SENCO, the parent, the child and the class teacher. The plan will be reviewed after about a month.

Internal exclusions and Suspensions

If a child continues to make poor behaviour choices she or he may be given an Internal Exclusion (in school but working away from the rest of the class and missing playtimes) or could be Suspended (out of school for a given number of days), at the discretion of the Headteacher. These may be given for:

- Serious and persistent disruption to other pupils' learning, including rudeness, disobedience and refusal to follow the school rules.
- Physical violence to staff and/ or pupils. Threats of violence or any risk to the safety of others.
- Swearing at any adult in school
- Serious or persistent bullying, including racist or sexist behaviour
- Serious damage to property
- Persistently leaving the classroom without permission
- Leaving the school grounds during the school day
- Bringing in a dangerous object or substance with the intention of causing harm to others

If a child refuses to do as asked for an Internal Exclusion then a Suspension will be given.

Reporting, recording & monitoring incidents

The majority of incidents of minor misbehaviours should be dealt with immediately and should not need to be recorded. However, any use of the yellow and red section of the red triangle is recorded on a self-reflection sheet and saved on our Child Protection Online Management System (CPOMs). CPOMs will be monitored weekly by the leadership team and if a behaviour trend is identified, a member of the leadership will contact parents.

Liaison with parents

We recognise that effective behaviour management is most successful when there is a strong partnership between school and home. We are committed to working closely with parents and carers to support positive behaviour, wellbeing, and personal development for all pupils.

Parents and carers are encouraged to engage with the school to share information, raise concerns, and celebrate successes. Open and respectful communication helps ensure that behaviour expectations are clear and that pupils receive consistent messages at home and at school.

More serious episodes may result in a phone call, email or letter home from the Head teacher or member of the senior leadership team. Parents may be invited in to discuss any persistent or serious breaches of the school rules. When behaviour concerns arise, the school will:

- Inform parents and carers at an early stage
- Communicate concerns clearly, sensitively, and professionally
- Work collaboratively with parents and carers to support positive behaviour change
- Agree appropriate strategies, targets, or support plans where necessary

Parents and carers will be kept informed of actions taken and progress made. Where appropriate, the school may involve additional support services to ensure the best outcomes for the pupil.

We value the role parents and carers play in reinforcing positive behaviour, upholding school values, and supporting pupils to take responsibility for their actions.

Appendix 1: Green and Red triangles

At St Richard's we use the following visual representations to clearly communicate to pupils where they are in relation to rewards and sanctions. The focus on this policy is on positive behaviour management and avoiding escalation where possible. See Appendix 4 Pro-active classroom management strategies.

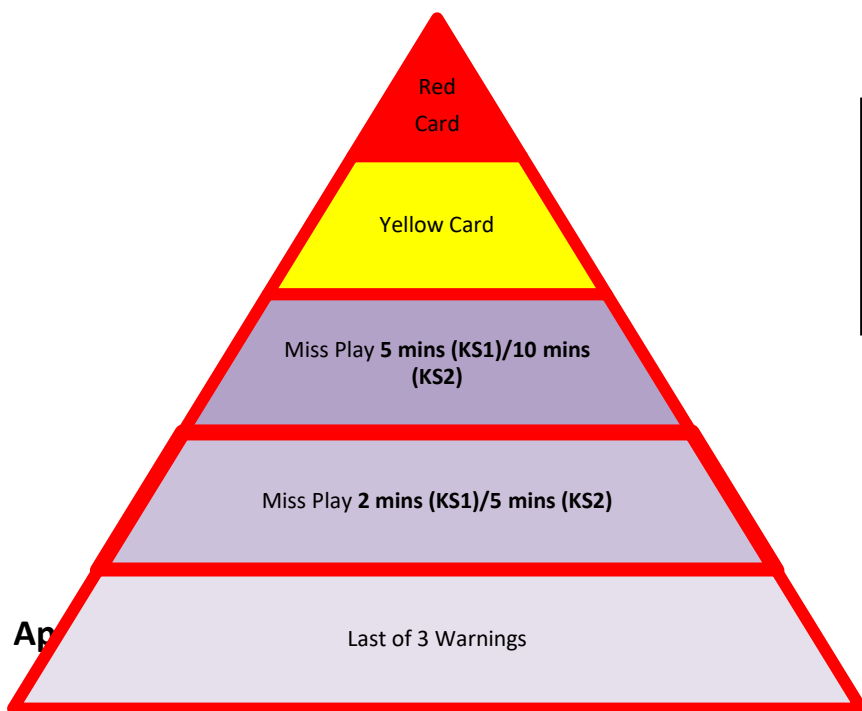
Behaviour rewards are recorded on the 'Green Triangle' and include:

- Stickers
- House Points (KS1 & KS2)
- Special sticker (Given by another member of staff) for children showing excellent behaviour over a period of time or one off exceptional behaviour
- Gold sticker (from Headteacher) for children demonstrating exceptional behaviour over a sustained period of time



For most children, if the child persists then sanctions should take the following format:

- An initial verbal warning recorded at the base of the red triangle
- 2/5 minute(s) off playtime recorded on the red triangle
- 5/10 minutes off playtime recorded on the red triangle
- Yellow Card - child to go to go to another space in the library or another class
- A red card - which will result in a visit to the head teacher or another member of the Senior leadership team



In year 6, if a child consistently does not follow instructions, they may receive a report card for a set period which has clear smart targets. Each day the card will be signed in school and shared with parents.

Early Years Rewards
<ul style="list-style-type: none"> • All children start off every morning on the Happy Sun. • When good choices are made following our Faith ID they move to the Golden Star. • At the end of the day all children who are on the Golden Star get a sticker and tell the teacher why they are on the Golden Star. • Other rewards: Value Badges, Silver & Gold badges

Rewards KS1 / KS2
<p>As a staff we aim to give children more praise and positive feedback than criticism or “telling off”.</p> <p><u>Green triangle rewards</u></p> <ul style="list-style-type: none"> • Stickers • House Points (KS1/2) • Green Praise notes • Silver Sticker (from Another teacher) for children showing excellent behaviour

- Gold sticker (from Headteacher) for children demonstrating exceptional behaviour

Other rewards

- Class teachers may use class rewards such as marbles in a jar or points on a wall chart, towards an agreed whole class reward such as cooking, a parachute game, extra playtime etc.
- Class teachers may use one off work rewards such as 'star of week' or 'table of the week'.
- Email parents or include in school newsletter to celebrate achievements
- Show work to head teacher
- Whole school reward for promotion of great behaviour across the school linked to house points for KS2 coloured teams.
- Legend learner - each child must have the opportunity to receive this award once a year.
- **Value Badges** - the theme should link to our Faith ID, be decided on at the start of the week and children should contribute to the decision of who receives the award.
- **Community Badge** – children who show school values in our local community
- **Silver badge (from a member of SLT)** for children showing excellent behaviour over a period of time or one off exceptional behaviour
- **Gold badge (from Headteacher)** for children demonstrating exceptional behaviour over a sustained period of time

At Rejoice Assembly on Friday the following rewards are presented: Learning Legend certificates and Value badges, silver and gold awards, role model cup.



Agreed Sanctions

	Commentary	Behaviour examples	Sanctions for Early years	Notes
EARLY YEARS	We recognise that young children need time to settle-in, learn to be with other children, share things, take turns etc. As a result behaviour modification and learning needs to be instantaneous and personalised.	<ul style="list-style-type: none"> • Biting • Hitting • Pushing • Grabbing toys • Not sharing nicely • Refusing to do what adult asks • Being unkind to friends 	<ul style="list-style-type: none"> • Count down from 5 to give them time to make the right choice • Verbal warning Name is put on the Rainbow and they spend 1 min on the 'thinking chair' (called time out chair in Nursery / Acorns) When the child has finished their 'thinking time' we go through the restorative approach and they say sorry and their name is taken off the Rainbow • For a more serious incident, for example, if a child has hit someone, their name is put on the Black Cloud, parents are spoken to or emailed at the end of the day 	<ul style="list-style-type: none"> • If adults feel a child is not responding to the usual behaviour modification methods they will discuss this with the SENCO and an Individual Behaviour Plan may be necessary

	Commentary	Behaviour examples	Possible Sanctions	Notes
Pre Triangle- Low level disruption/testing boundaries	This is a time when class teachers/playtime supervisors are working proactively to stop the behaviour worsening and should use as many positive behaviour strategies as is appropriate.	<ul style="list-style-type: none"> • Calling out • Being distracted • Interrupting teacher/ other pupils • Making noises • Pushing in line • Being slow to settle • Low level playground behaviours – not taking turns, purposefully leaving someone out, pushing, over-zealous play-fighting 	<ul style="list-style-type: none"> • Reminders • Eye contact • Facial Expression • Change of seating 	<ul style="list-style-type: none"> • Use of positive praise/ good role models • Expectations reinforced • Dealt with by Class teacher or support staff • See Appendix 5: Suggested responses to unwanted behaviour

<p>1. White Triangle - Sustained low level disruption</p>	<p>This is a time to intervene proactively to avoid the behaviour escalating. This would include distraction, naming the correct behaviour, relocating the child and would be accompanied by a commentary to the child to say 'You are on the white part of the triangle I don't want you to miss any playtime. This is a final warning'.</p>	<ul style="list-style-type: none"> Continually calling out Distracting other children Repeated infringement of rules Being continually slow to settle More frequent low level playground behaviours – not taking turns, purposefully leaving someone out, pushing, over-zealous play-fighting Low level name calling 	<ul style="list-style-type: none"> Sitting on own Lining up separately Standing until ready to sit down in whole class/school situations Appropriate thinking time White part of red triangle 	<ul style="list-style-type: none"> Recorded on white part of Red Triangle Minimum use of language to correct behaviour in front of class Restorative questions in 1:1 time if appropriate
<p>2. Yellow Triangle- Serious</p>	<p>This is the time when teachers need to be most active in deescalating any potential behaviour. Only put a child on the triangle if you have tried the above. Make sure the sanction is given asap and that the triangle is wiped clean before the start of the next session. Remember to record any use of the Red Triangle on the monitoring sheet and pass to HT on a weekly basis. If playtime/lunchtime staff take minutes off a child they need to go the Y1 classroom and record on the monitoring sheets in the folder.</p>	<ul style="list-style-type: none"> Continually not responding to adult instruction Continual minor challenges to authority Continual use of bad language Continual rudeness to adults Leaving class without permission Kicking/ hitting someone deliberately (first occasion) Spitting on someone deliberately (first occasion) Biting someone deliberately (first occasion) Repeated behaviours at white stage 	<ul style="list-style-type: none"> In order of escalation miss either 2/5 or 5/10 minutes of playtime/lunchtime immediately or at next available time Restorative approach used either by adult dealing with incident or another member of staff Completion of incident / behaviour form if appropriate Letter of apology written by pupil if appropriate During the missing play minutes the teacher could send a pupil to a another year group for a period of time if needed to calm down or defuse a situation before missing play (Must take a white card with time out on it) Involve other colleague if appropriate 	<ul style="list-style-type: none"> Recorded on Yellow part of red triangle and miss 2/5 or 5/10 minutes of playtime After 10 minutes is given children would be sent to another class or into a agreed quiet area with the self-reflection sheet. Restorative approach meeting if appropriate either facilitated by person dealing with the incident or another colleague. This does not have to be done straight away. Teachers to report to SLT if children are consistently getting onto the bottom of the triangle for low level behaviour. A member of the SLT will speak to the individual child.

<p>3. Red Triangle- More serious</p>	<p>This should be reserved for the worst types of behaviour as this is the final option given by the swap teacher if unsatisfactory behaviour continues.</p> <p>If a child reaches the red part of the triangle they should be sent straight away to the assistant or in her absence the head teacher.</p>	<ul style="list-style-type: none"> • Wilful disobedience • Deliberate discrimination against other children • Deliberately creating a disturbance • Throwing objects • Kicking/ hitting/ spitting/ biting deliberately (repeated behaviour) • Damaging or taking property • Repeatedly leaving classroom without permission • Serious challenge to authority • Persistent disregard for sanctions applied so far 	<ul style="list-style-type: none"> • Parents will receive a note, phone call or email from the school. • Playtimes / Lunchtime detention with given task/ series of lunchtime detentions • Involvement of AHT / SENCO to monitor child's behaviour • Weekly or fortnightly behaviour review with child and / or parents arranged with class teacher / AHT / SENCO • Personal behaviour plan developed when appropriate 	<ul style="list-style-type: none"> • Self-reflection sheet will be saved on CPOMs. • Restorative Meeting with Assistant or in her absence head teacher • Assistant or head teacher involved in meetings with parents
<p>Red Triangle- Extremely serious</p>	<p>This is for very serious one off incident or a second red card within a week.</p>	<ul style="list-style-type: none"> • Very serious challenge to authority • Violent/threatening behaviour • Repeated acts of bullying – serious intimidation or extortion • Serious name calling – causing intentional offence, repeated and targeted • Racist behaviour • Serious Fighting • Causing intentional harm • Verbal abuse to staff • Vandalism • Running off site • Significant damage to property 	<ul style="list-style-type: none"> • Parents informed of <u>potential</u> for internal or fixed term/ permanent exclusion (HT) • Parents invited in by head teacher to discuss behaviour • Three HT warnings will normally result in an internal exclusion • One off individual serious incidents could result in immediate fixed term exclusion • Parents informed of decision of an internal or fixed term for an agreed period. This could be repeated for increasing lengths of time • Permanent exclusion (HT) 	<ul style="list-style-type: none"> • Self-reflection sheet will be saved on CPOMs. • Restorative Meeting with Head teacher • HT involved in meetings with parents • Referral to Behaviour support for pupils at risk of exclusion • Reference to exclusion guidance for Richmond Schools

Appendix 4:

Pro-active classroom management strategies

Punctuality	Punctuality has a significant impact on behaviour and it is important to be on time for assembly, playtime/ lunchtime etc.
Visual props	Have cards with signs or photographs to hold up when you give instructions like “sit down” or “listen”. You don’t have to say too much – just give the instruction in clear simple language and hold up the prompt.
Routine	Marking transitions between classroom activities by consistent ‘rituals’ and routines Have daily and weekly routines. Explain them to the children. Stick to them.
Visual timetable	Clear, simple timetable of the day’s events for everyone to see. Talk through it at the beginning of the day and refer to it again at the start of each session, so children know where they are.
Manage changes	If there have to be changes in the routine (if you are going to be out on a course, if games has to be swapped etc.) help children to manage their feelings of anxiety or disappointment by telling them in advance and reminding them that they will get their reward (e.g. games session) at another time – say when.
Carpet seating plan	For everyone in the class, for every time they are on the carpet
Classroom roles	Children love to help and take responsibility. Have a chart showing who the monitors are for different tasks each week/ month.
Modelling activities	So that everyone knows what to do, <i>show them</i> as well as explaining verbally. Write the task on the board, to support those who didn’t listen/ understand.
Be positive!	Smile, be positive and be warm.
Praise Notes!	Green praise notes to be used and given out regularly.
Use the school’s behaviour policy	Stick to the schools agreed behaviour systems. We must have consistency for them to be effective.
Your position	Be where you can see (and praise) everyone, even when working with a group.
Be well prepared	Always have something ready from the moment the children walk in to the room and more than enough activities to keep them busy right through the session.
Divide and rule	Don’t put children who find it difficult to make good behaviour choices in the same group, on the same table or next to each other in the line/ on the mat/ in assembly.
Coming in from play	If there are two adults with the class, bring them in together – one at the front & one at the back – a settled start to a lesson really helps.
Modelling appropriate behaviour	Staff should model kind, polite, courteous behaviour. If there is a problem or if you are cross about something, try to model calm, respectful ways of dealing with it.
Resources	Are resources accessible to the learners?
Curriculum	Ensure the curriculum is well matched to the learners

Appendix 5:

Suggested responses to unwanted behaviour

Responses to lower-level disruption and off-task behaviours

- The 'look'
- Proximity praise (praising a child nearby who is behaving appropriately)
- Moving towards the child or group while talking, using non-threatening body language
- Rule repetition/restatement of request
- Use of individual's name within sentence, to remind them of the behaviour you want to see
- Repetition using 'Name ... pause ... direction'
- The use of privately understood signals
- Tactical ignoring
- Reminding the child of the consequences if they continue to show inappropriate behaviour, and the opportunity they have to make a different choice
- The use of humour (but never sarcasm) to defuse or deflect challenges
- Refer to our Faith ID as appropriate

Responses to higher-level challenges

- Using lower-level strategies to begin with
- Moving to the child (not shouting across the room)
- Calming oneself before action is taken
- Speaking quietly, calmly and assertively
- Refocusing on the task, asking if the child needs any help
- Continuing to use the language of choice – being clear with children that they are able to make choices in managing their behaviour
- Giving a face-saving choice when possible
- Allowing take-up time – moving away in the expectation that the child will do as requested
- Describing the behaviour not the child as the problem
- Using 'I' messages, not 'you' messages
- Removing the child where possible from being the centre of attention
- Calmly stating expectations of others who have stopped work to 'enjoy the show'
- Giving the child time to calm down before following up the incident with discussion

Appendix 6:

Happy playtimes and lunchtimes at St Richard's

At St Richard's we want our children to enjoy their break times and recognise that good routines will support this.

Playtime routines

- Class teachers/ TAs should accompany classes to and from the playground. Children should not be left in the link waiting for the teacher on duty. It is every member of staff's responsibility to ensure the playground is properly supervised.
- There should always be 3 members of staff on playground duty – at least one monitoring the infant area and one monitoring the junior area
- In principle, no children need to be in the building during play time or lunchtimes
- Playground incidents should be dealt with on the spot as per the policy. If a child is given 2/5 or 5/10 minutes the sanction should be given straight away and recorded on the monitoring sheet in the year one classroom. A Red Card this should be reported to the head teacher. If the incident is unresolved then the class teacher should be informed. Two children are chosen in the main playground to come in and ring the 5 minute warning bell for staff and then collect and take out the hand bell to ring at the end of lunch play.
- Staff absence – if a member of staff is absent, this should be written on the staffroom board and a member of SLT to organise cover. It is staff responsibility to either swap or find cover for your duty if an absence is planned and known in advance. If you are absent due to ill health it is the member of staff's responsibility to let SLT know when calling in sick.

Lunchtime arrangements

Lunch times

Every lunchtime the Year 1 classroom houses our Sunshine lunch club. Quiet activities such as drawing, board games, reading and computers will be available. Children who are struggling at playtimes may request a place. Other paid and free clubs are offered during lunchtimes.

Each class has a named trolley for packed lunch boxes. Children should put their lunch boxes in the container at when they arrive at school. The trolley is taken to the hall at the beginning of lunchtime and collected at the end of lunchtime by class monitors.

11:40	Caterlink staff put out the tables and SR staff lay cutlery/cups where appropriate for the children.	All children to go to the toilet and wash their hands before lunch. Pupils check with an adult and go out as they finish lunch. Those having a school dinner take plates etc to kitchen. Those having a packed lunch put their lunch boxes back on trollies in the hall before going out.
11:45	Nursery extended children	
12:05	Reception go to the hall for lunch. Teacher to remain with class until 1215.	
12:10	Year 1 go to the hall for lunch. Teacher to remain with class until 1215.	
12:15	Year 2 go to the hall for lunch. Teacher to remain with class until 1215.	
12:15	KS2 go straight out to play. Teachers to walk them to the playground.	
12:30	A member of the leadership team brings in KS2 classes on a rota.	
13:10	Warning whistle is blown by TA. Children to come off the field. Signal to pack up / have a drink / go to the toilet / change your shoes. Two children should be chosen to come in to ring the 5 minutes warning bell for staff and collect the hand bell.	
13:15	Hand bell is rung. Teachers in the playground ready to collect their class.	



Yellow / Red Card Self-Reflection

Name: _____

Date: _____

I was sent out of class / in at playtime (delete as appropriate) because...

Our School Values: Friendship, Learn, Trust, Forgive, Choice, Share, Truth

I didn't follow the _____ value which is part of our Faith ID.

Next time I could try...