



Raysfield Primary

Know myself. Respond to my world.

Connect with my community.

Raysfield Primary School

BEHAVIOUR POLICY

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Behaviour Policy	Date	July 2026
EIA CARRIED OUT BY:	Sarah Thomas	EIA APPROVED BY:	ACC

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (Please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		✓
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		✓
Gender Reassignment (transgender)		✓
Marriage and civil partnership		✓
Pregnancy and maternity		✓
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		✓
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		✓
Sex (male, female)		✓
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		✓

Any adverse impacts are explored in a Full Impact assessment

Our Behaviour Principles

We firmly believe that all children have the right to learn in a safe, calm, positive and supportive environment throughout the school day, including during lunch and break. We want every child to feel that school is a place where they belong, feel valued and are able to learn and thrive.

We believe that positive behaviour is carefully developed through strong relationships, high expectations, positive recognition and consistent adult responses. Our approach is not primarily about enforcing rules; it is about creating an environment where everyone can work together with courtesy, respect and consideration, with a common purpose of helping everyone to learn.

We achieve this through:

- Building positive, respectful relationships with all children.
- Creating a strong sense of belonging, where every child feels valued and appreciated as an individual.
- Having clear, high expectations and predictable routines and responses.
- Giving attention to and celebrating and rewarding positive choices and behaviour.
- All adults being calm, emotionally consistent and positive role models, modelling the behaviours and expectations we want to see.
- Supporting children through help, encouragement and positive modelling.
- Applying expectations and follow-up actions with consistency and fairness, while recognising that every child's circumstances and lived experiences are different.

Understanding Behaviour

We recognise that children use behaviour as a way of communicating. It is our responsibility to know every child well, to understand what they may be communicating through their behaviour and to respond appropriately.

We believe that mistakes are part of the learning process. Our ambition, as a team of professionals, is to provide the consistency, support and encouragement children need to understand their behaviour choices, take responsibility for their actions and learn from their experiences.

As children grow through our school, we want them to develop the skills to make thoughtful, reflective and positive choices and to become valued members of our diverse school community.

We achieve this through:

- **Restorative conversations** that help children reflect on their behaviour, understand its impact and repair relationships wherever possible.

- Giving children opportunities to **reflect, take responsibility and make positive choices**.
- All adults acting as **role models for positive behaviour**.
- Providing calm, predictable and emotionally consistent responses.
- Celebrating the individual qualities, attitudes and positive contributions of our children.

Inclusion, Difference and Diversity

We believe that every child should be treated with **respect and appreciation of difference and diversity**. We value every individual and recognise that children may experience particular difficulties with behaviour for a range of reasons.

We understand that the lived experiences of our children are different and that some children may require additional support to meet our behavioural expectations. We will seek to understand and respond to individual needs appropriately, including where children have additional educational, physical or mental health needs or other vulnerabilities.

Our approach will therefore be fair and consistent, but not necessarily identical. We will consider the individual circumstances of each child and provide the help, encouragement and support they need to succeed.

School Rules

We have three school rules which are embedded in the daily life of school. These rules are:

Be Kind	Be Brave	Be Responsible
I will be kind to my friends, my teachers and myself. I will show care and consideration to others.	I will be brave with my learning and not give up. I will talk to an adult if I do not feel safe or if I know my friends aren't safe.	I will take responsibility for my choices and my learning. I will take responsibility for my safety.
		

Children who show these rules in class and across the school are given a 'rules raffle' sticker and are entered into the KS1 or KS2 raffle where they receive recognition for their behaviour in school.

WHAT DOES THIS LOOK LIKE IN PRACTICE?	
AIM HIGH CERTIFICATE	A recognition of excellence in the classroom and across the school.
RULES RAFFLE REWARDS	Recognition for when our school rules have been observed. A positive conversation and a school rule sticker is given. Child's name will be entered into a weekly raffle, three prizes will be given each week to the winners of the raffle. These will be announced in our Aim High assembly.
DOJO POINTS	Positive recognition in class, around the wider school and in break times for learning and / or following the school rules .
READY TO LEARN	We expect all our children to be ready to learn – see guidance for staff for descriptions on how this looks in practice. Reset after every transition
WARNING 1.	Teacher discreetly reminds the child that their behaviour is not acceptable, reinforce the three school rules. Class teacher to have a brief restorative conversation to help reset the child / relationship.
WARNING 2	If behaviour continues child is sent to the parallel classroom to complete their learning. Teacher to use age appropriate time scale. Parallel teacher script to be said discretely to the child, <i>"I am disappointed that you have been sent into my classroom and interrupted our learning. Please sit here and complete your learning."</i> Class teacher to have a brief restorative conversation to help reset the child / relationship – this will be at break or lunch time or just before the end of the school day <i>if</i> warning 2 was given out in the afternoon session. (Teacher is not responsible to teach the child sent into their classroom, the child's class teacher is responsible for ensuring the child completes their learning if they have been unable to in the parallel class). Behaviour logged on the child's Arbor account
CHECK IN	Child sent to a member of the senior leadership team if unacceptable behaviour continues. Where possible class teacher will inform member of SLT on check in about the reason for check in – this will not be in front of the child. The behaviour will be logged on the child's Arbor account. Check-in will be a restorative conversation with a reminder of school rules and expectations. The child will miss some of their lunchtime – age appropriate time scale. Warnings 1 and 2 can be missed out in the process and a child sent straight to check in if the behaviour warrants this.
FOLLOW UP ACTION	If a child attends check in twice within a week, the class teacher will call home to inform parents. SLT to call parents if the behaviour warrants it. A face to face meeting will be offered if appropriate. Depending on the child's needs a behaviour intervention may be actioned, this will be age appropriate and managed by the class teacher with the support of SLT. DSL will monitor behaviour log and refer to SWAG if needed.
SUSPENSION	A serious breach of the school rules, or persistence breaches where the safety of children and staff is put at risk will require a more significant consequence such as suspension from school. Unacceptable behaviour will not be tolerated at Raysfield. Suspension provides time for provision to be changed and further risk assessment to be completed. This will be discussed with Mosaic Partnership Trust Director of Education or Strategic Inclusion lead before being issued.
PERMANENT EXCLUSION	A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently will only be taken: • in response to a serious breach or persistent breaches of the school's behaviour policy; • where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

WHAT DOES THIS LOOK LIKE IN PRACTICE? CHILD VERSION	
AIM HIGH CERTIFICATE	In our Friday assembly you will be given a certificate, a badge, some sweets and 10 dojo points. You will be given it for being an excellent member of your class who does something which is above and beyond.
RULES RAFFLE REWARD	You will either be given a special school rule sticker by your class teacher, or you may be sent to Miss Thomas or Mrs Mullins to receive one. You will have the chance to talk to them about how well you have been following our school rules. Your name will be entered into a raffle and if your name is picked out in our Aim High assembly you will win a prize. Be Kind  Be Brave  Be Responsible 
DOJO POINTS	Dojo points will be given when any adult sees you following our school rules in the classroom, around the school and at break times.
READY TO LEARN	Everyone will be ready to learn – this is where you will begin your day every day.
WARNING 1.	A teacher will give you a warning if you aren't following our school rules. They will tell you quietly and offer you support to be ready to learn. Your teacher will have a chat with you later on to see if you need any help or need to talk about anything.
WARNING 2	If you carry on not following the school rules then you will be told to go to the other class in your year group. You will have to sit quietly on your own and complete your learning. When you go back to your own class, your teacher will expect you to be ready to learn and welcome you back to the class. They will talk to you to remind you of the school rules and offer you some support. This might be at break time, lunch time or just before you go home.
CHECK IN	If you keep making wrong choices you will go to see a different adult and will miss some of your lunch time break. You will be sent to either Miss Thomas or Mrs Mullins. They will talk to you about our school rules and help you make responsible choices. You can be sent straight to check in (and not have warnings) if you do something which is not safe.
FOLLOW UP ACTION	If you go to check in twice in the same week your parents/carers will be called by your teacher to tell them about your behaviour. They might come in to talk to Mrs Hill about what has happened and to decide if they need to make a plan to help you make responsible choices in school.
SUSPENSION	This is a very serious and rare consequence for poor behaviour. If you are being unsafe towards adults and children and do not take responsibility for your actions, you will need to spend time learning at home while senior members of the team and your parents decide how to make school safe for you.
PERMANENT EXCLUSION	Children are only permanently excluded if there is a serious incident or if we feel we cannot keep you or others in our school safe. If you are permanently excluded, you will have to attend a different school

We regard bullying as unacceptable behaviour.

Raysfield Primary is committed to creating a safe environment where young people feel looked after, safe and happy when they are at school. We encourage children to talk about their worries and to seek adult support when needed. We will help children by teaching them what child-on-child abuse is, what is bullying and what they can do if they feel like they (or someone else) are being abused or bullied.

WHAT IS BULLYING?

At Raysfield Primary School we use the NSPCC definition of bullying:

*Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home, or online. It's **repeated over a period of time** and can hurt a child both physically and emotionally.*

It can be:

- **Physical** – hitting, kicking, spitting, tripping someone up, or stealing/damaging someone's belongings.
- **Verbal** – name-calling, insulting a person's family, threats of physical violence, spreading rumours, or constantly putting a person down.
- **Emotional/psychological** – excluding someone from a group, humiliation or creating a feeling of danger.
- **Racist** – insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti, or racially motivated violence.
- **Sexual** – sexually insulting language/gestures, name-calling, graffiti, and unwanted physical contact.
- **Homophobic** – insulting language/gestures based on a person's actual or perceived sexuality, name-calling, graffiti, or homophobic violence.
- **Transphobic** – insulting language/gestures based on a person's actual or perceived gender, name-calling, graffiti, or transphobic violence.
- **Electronic** – bullying by text message, chats, sharing inappropriate pictures, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), or hate websites.

Bullying is the abuse of power by one person or a group over another.

All of the types of behaviour listed above are unacceptable and **will not be tolerated at our school.**

- If a child is bullying someone, they immediately go to check in and a follow up action is decided upon by a member of the senior leadership team.
- Parents/ carers of the child bullying and the victim will be informed.
- Once the situation is resolved the victim's class teacher will have regular conversations with them to ensure they feel the situation has been resolved and has been dealt with fairly.

This policy is written in accordance with section 89 of the Education and Inspections Act 2006.