



Behaviour Policy

2026-2027

OUR TRUST'S PRAYER

Heavenly Father

Let peace, friendship and love grow in our schools

Send the Holy Spirit to give:

Excellence to our learning

Love to our actions and

Joy to our worship

Guide us to help others

So that we may all

Learn, Love and Achieve, Together with Jesus.

Amen

Our Christian Vision is:

'Learning and growing together to achieve our best in the love of God'

'Learning and growing together to achieve our best in the love of God' sums up our school vision and ethos that all children will have the opportunity to experience God's love and fulfil their potential across the curriculum, valuing themselves and others, living out our Christian values in order to make a positive difference in the world. This vision underpins our behaviour policy.

Purpose of our LDST Policy

The purpose of this policy booklet is to communicate and clarify the ways in which our Christian school encourages children to behave well and work hard. It also states what will happen when children do not behave well.

Everyone in LDST is dedicated to:

- Developing the highest standards of learning and teaching
- Enabling every pupil to achieve their full potential
- Enabling every pupil to become a responsible member of society

This policy has been written in line with the following legal frameworks:

- Education and Inspections Act 2006
- Education Act 2011
- Equality Act 2010
- SEND Code of Practice 2015
- DfE Behaviour in Schools Guidance 2024
- DfE Suspension and Permanent Exclusion Guidance July 2026
- Keeping Children Safe in Education 2025

Objectives of the Policy (alongside the behaviour principles outlined by the LDST)

- To improve the standards of work, behaviour and life chances of children.
- To establish and maintain a happy, calm, orderly and safe environment.
- To create an atmosphere where achievement is respected and valued.
- To have clear and high expectations of children's work and behaviour.
- To establish good working relationships and encourage mutual respect.
- To work with parents and children to establish and maintain good behaviour.

All those involved in the life of our school have a collective responsibility for ensuring good behaviour. We have a duty to demonstrate through our actions and attitudes the Christian values which underpin all our work. High standards of behaviour, work

and respect for each other depends on the example we all give to pupils. Good order does not just happen; it has to be worked for.

Equal Opportunities Statement

Rainford CE Primary School believes that it is important that everyone in school is valued as an individual, irrespective of gender, disability, cultural or religious origin, ability and social circumstance.

At Rainford CE

At Rainford CE Primary School, good behaviour is not assumed; it is taught, modelled, practised and reinforced. Through assemblies, PSHE, worship, classroom routines and daily interactions, pupils are taught the behaviours and attitudes needed to be successful learners and responsible members of society.

Positive relationships between staff and pupils are fundamental to good behaviour. Staff will strive to know pupils well, greet them positively, recognise effort and success, and maintain consistent and respectful interactions.

Expectations of All Staff

- To take collective responsibility for the behaviour of all children within the school community.
- To provide a good role model for children particularly in the way they speak to and behave towards each other and the children.
- To have high expectations of all pupils.
- To ensure any students who are teaching in their class also have high expectations of all pupils.
- To always uphold the school rules.
- Treat all pupils fairly and with respect regardless of race, gender, religion and ability.
- To actively promote good behaviour and deal with incidents of poor behaviour in a non-confrontational manner
- To raise pupils' self-esteem and encourage the development of their full potential.
- To contribute responsibly towards creating a safe, caring and pleasant environment.
- To use class rules and sanctions clearly and consistently.
- To form positive relationships with parents so that all children can see that key adults in their lives have a common purpose.

Expectations of All Parents/ Carers

- To support the school behaviour policy.

- To share concerns about their children's education, welfare and behaviour with the school.
- To take an interest in their children's work and celebrate their achievements.
- To encourage the development of appropriate social skills, e.g. good table manners and common courtesy.
- To attend parents' evenings and support school functions.
- To inform teachers of the reasons for all absence on the first morning that the child is absent.
- To ensure that children arrive in school on time.
- To dress pupils in school uniform and to provide appropriate P.E. and swimming kit.
- To attend pre-arranged appointments with school staff.
- To provide good role models for children.
- To support their child in completing homework, including listening to them read regularly.

Expectations of Pupils

- To work hard and to allow others to do the same
- To treat everyone with respect and to show consideration for the needs of others
- To listen to instructions and do what they are asked to do the first time that they are asked
- To take care of property and the environment in and out of school
- To speak to each other in an appropriate manner
- To co-operate with other children and adults
- To be polite to everyone

Pupils representing the school are expected to uphold school values and behaviour expectations at all times. Participation in enrichment activities may be reviewed where behaviour causes concern.

Trauma Informed Approaches

At Rainford CE Primary, we focus on building strong relationships and a caring school culture. This means adults need to stay calm and in control of their emotions so they can help support children when they feel upset, overwhelmed, or confused. We use sentence stems for reflective conversations with children.

WINE Sentence Stems (I wonder, I imagine, I notice, empathy)

- I wonder if... (e.g. it felt like no one understood you)
- I imagine... (e.g. that was horrible when that happened)
- I notice... (e.g. how you perked up when you said you felt close to your brother).
- I felt moved when you said... (e.g. for years you thought you were to blame for the abuse. But now you realise you were not to blame and feel freed from a terrible burden)
- That sounds... (e.g. painful because you were all on your own). [Empathy]

- I respect you for... (e.g. your courage)

School Rules

Be Ready

Be Respectful

Be Responsible

Be Yourself

These have been created collaboratively with staff and pupils so that all members of our school community have taken ownership of the rules.



Rainford CE Primary School
CODE OF CONDUCT



Always try your best
and never give up



each other and each
others' belongings

Be honest



Encourage
one another



Wonderful
walking



Find the



Sitting
like
stars



School Wide Rewards

At Rainford CE Primary School we believe that pupils learn best when they are motivated and that they will be well motivated when they feel good about themselves. Praise, reward and celebration of achievement are very important aspects of the school's approach to promoting good behaviour.

Some of the rewards are listed below:

Positive Messages

These will be sent home regularly by class teachers, support staff and members of SLT to inform parents of good behaviour, including:

Star of the Week certificates: certificates awarded in celebration assembly recognising a special achievement from that week. One child per class receives this award and every child will receive throughout the year.

Recognition cards: awarded during the day to children for behaviour and work that is recognised as going above and beyond. This card also equals 2 Class Dojo points.

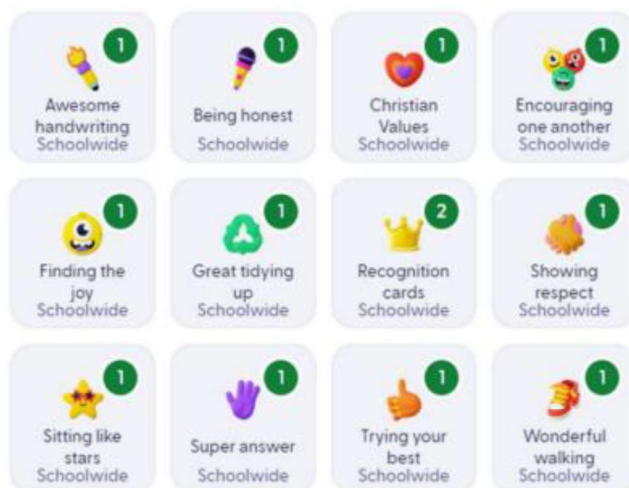
Termly merits: certificates awarded at the end of each term in All Saints Church. This for outstanding acknowledgement. Parents are invited to this special celebration.

Termly letter home: this is written by the headteacher and sent via post to a child from each class at the end of every term to thank them for their hard work and contribution to school life.

Class Dojo messages/emails: teachers frequently celebrate and share positive messages about children via our communication systems.

Class Dojos

Dojos may be awarded for any actions, deeds or attitudes which are deemed noteworthy and include:



When awarding the dojo point the member of staff should reinforce the good behaviour e.g. 'You can have a dojo for waiting so patiently'. All teachers have access to their own class online dojo point system but any member of staff can award dojos and inform their class teacher so they can be added to the system. Once awarded a dojo, it should never be deducted.

The Class Dojo reward system is graded as follows:-

- 100 Dojos Children receive a certificate
- 200 Dojos Children receive an ice lolly.
- 300 Dojos Children come to school in their own clothes.
- 400 Dojos Children attend a treat film afternoon.
- 500 Dojos KS1 children have a pizza party / KS2 children attend a treat trip in the local area.

It is expected that 500 Dojos could be reached over the course of several terms.

Hot Chocolate Wednesday

Children who consistently show our Christian values will receive a "hot chocolate" treat during Wednesday worship if nominated by their class teacher.

Class Rewards

Teachers may also use their own ways to promote good behaviour within the classroom e.g. Star of the Day, raffle tickets, marble jars etc. However, these additional rewards must not replace whole school rewards e.g. Recognition Notes, Dojos, Star Awards etc.

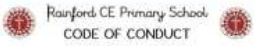
Recognition Boards

Children's names will be moved onto recognition boards when they have exhibited target behaviours. The aim should always be for the whole class to get on the board in order to create the feeling of a team effort. A child's name will not be removed from the board once it is on.

Reasonable adjustments are made to expectations, rewards and sanctions to fit the needs of individual pupils. Staff are made aware of where this may be applicable and apply professional judgement.

School Wide Sanctions

In the event of children not adhering to the code of conduct, the following sanctions will be applied using adult discretion based on the seriousness of the behaviour (this means that there will be times when some stages are missed out due to the seriousness of the incident).

The Code	Level 1	Level 2	Level 3
 Always try your best and never give up  Respect each other and each others' belongings  Be honest  Encourage one another  Wonderful walking  Find the joy  Sitting like stars 	Talking in the line Talking over the teacher Tapping equipment Drawing on whiteboards Not sitting like STARS Not wonderful walking Bringing toys/sweets into school 'Play fighting' Getting out of seat during lessons	Second instance of not following the rules or a serious incident such as: Ignoring an adult's instruction Not lining up when the whistle is blown Pushing in the line Coming into school unattended Unkind name calling Mobile phones out on the yard Using technology inappropriately	Third instance of not following the rules or a very serious incident such as: Hitting/ kicking/ punching/ biting Climbing on furniture or equipment outside/ out of windows Swearing Spitting Any racism, sexism, homophobic comments or bullying Violation of privacy (in the toilets) Stealing Fighting/ barging into one another Vandalism Damaging school property Damaging others' work Inappropriate online behaviour
Following the school's rules at all times will help you to learn in every lesson and to earn all of our wonderful rewards!	A verbal warning	Miss 15 minutes of the next playtime	Miss 15 minutes of the next two playtimes A letter of concern home to parents/carers explaining the incident. Letter uploaded to school monitoring files Three letters of concern in one half term will result in a meeting with parents/carers
		(not including Reception or Y1 - consequence given appropriate to their age/ development)	

Notes:

- Incidents involving outdoor equipment will result in a ban if using that equipment e.g. football, pogo stick, table tennis
- Children with additional needs may have their own behaviour plan that will use the above in an adapted way.

Missed Playtime

The child will be supervised by a member of staff within school instead of playing outside (they will not be allowed to carry out jobs or partake in enjoyable activities during this time). A register will be kept and parents informed when their child has been to 'missed playtime' on more than 5 occasions in a half-term.

Serious misbehaviour or highly disruptive behaviour Following an investigation, consideration will be given to the context and seriousness of the behaviour. Consequences could include the following:

Internal Suspension

Parents are informed by letter Pupil has no contact with class or classmates. Child has no access to playground, extra-curricular or enrichment activities.

Fixed Term Suspension

Children will be suspended from school for a specified period which may range from one day to five days. At this stage parents will be consulted and a plan for behaviour improvement will be agreed.

Permanent Exclusion:

The pupil will be permanently excluded from school. This effectively means that the child will cease to be a pupil at Rainford C.E. and will need to find another school.

The decision to suspend a pupil will be made by the Headteacher or, in their absence, the Deputy Headteacher. If a suspension is deemed necessary, a meeting will be held with the parent/carer, followed by a formal letter outlining the reasons for the suspension, the length of the suspension, arrangements for accessing schoolwork during the period of absence, and details of the reintegration meeting on the pupil's return to school.

A decision to permanently exclude a pupil would only be considered in the most serious or exceptional circumstances. In such cases, all statutory procedures and guidance will be followed.

Staff will use professional judgement when deciding upon appropriate consequences, taking into account:

- Age
- SEND
- Context
- Severity
- Frequency
- Safeguarding concerns

The school recognises that behaviour may be influenced by SEND, social, emotional and mental health needs, communication difficulties, trauma, bereavement or other vulnerabilities.

Staff will consider individual circumstances when applying sanctions and make reasonable adjustments where appropriate.

Behaviour support plans, risk assessments and individual strategies may be used to support pupils with additional needs.

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT. Such incidents could include:

- Fighting

- All forms of bullying
- Racist, sexist, sexualised or Homophobic, biphobic and transphobic language
- Inappropriate name calling
- Defiance/rudeness towards any adult
- Using abusive/offensive language
- Stealing
- Swearing
- Spitting

However, it is important to note that serious behaviours can be dealt with by all staff. Staff must record negative behaviours (level 3) on CPOMS and letters sent home to parents must be signed by a member of SLT. Letters should go out on the same day of the incident but, on rare occasions when further investigation is needed, or a member of SLT is not present, the letter may be sent the following day.

Allegations of abuse against staff and other adults working in the school

Unfounded or malicious allegations will be reported to the local authority designated officer (LADO). The LADO may then refer the matter to children's social care services.

The headteacher will consider whether to take any disciplinary action against the pupil who made the allegation, such as:

- Fixed term suspension
- Permanent exclusion

The police may also be asked to consider whether any further action may be appropriate against the person responsible.

Restorative Thinking

Our school community uses Restorative Thinking to help create a restorative and safe learning environment.

Restorative questions will include:

- What happened?
- What were you thinking/feeling at the time?
- What are your thoughts/feelings been since?
- Who has been affected by what happened?
- In what way?
- What needs to happen to put things right?

These questions are neutral and non-judgemental. They allow the person to tell the story and are likely to promote responsibility.

Notes for Playground Supervision

All staff responsible for children on the yard should circulate as much as possible, keeping a close eye on those children whose behaviour is often inappropriate. Where possible, adults should organise and join in games with the children. During playtimes, children are not allowed back into the school building unless with an adult or with a lanyard pass.

The roles of the adults on duty are outlined below:

Adults on duty are responsible for the overall behaviour at playtimes and at the beginning and end of the school day. Adults are required to wear a high-vis vest so that they are always visible to children. They need to make sure accidents are recorded and that behaviour is dealt with appropriately. Children should never be sent in on their own- either to missed play or to see a member of SLT.

The teacher outside is also responsible for blowing the whistle promptly and supervising lines so that lessons can begin on time. They must not leave the playground under any circumstances until all classes have been collected. If you know you are unable to do this duty, please ensure you have a replacement. This involves the supervision of football or other ball games which children play on a rota. Children who argue, or are overtly competitive, will be asked to leave the game and may miss the next game.

Lunchtime Rules

Lunchtime supervisors are able to award a token for good behaviour in the dinner hall and on the playground. Lunchtime supervisors are also required to keep a written log of any significant incidents of behaviour in the class 'Behaviour Level Book'. The Headteacher and SLT will monitor any lunchtime incidents where children are causing concern because of regular misbehaviour or about serious incidents. Persistent misbehaviour may result in a pupil being excluded from school at lunchtimes.

At lunchtime, supervisory staff should make sure that the entrance to the toilets is well-supervised.

Dining Hall Rules

Our dining hall rules are displayed in our hall. These are:

L: Line up sensibly

U: Use the correct table

N: No sharing food

C: Clean up after yourself
H: Have a great lunch!

Our rules spell LUNCH.

Mobile Phones

We encourage mobile phones to be kept at home. However, we are aware that some pupils may need to have one dependent on arrangements for leaving school. If a pupil does require their mobile phone for this reason, parents/carers must notify school by completing a form agreeing for this arrangements on School Spider. The phone must be handed to the teacher upon entering school. It will remain locked away in the school office until the end of the day. Mobile phones must not be out on the yard or school premises before or after school. School accepts no responsibility for loss, theft or damage to mobile phones brought onto site.

Behaviour Leads

The Headteacher is responsible for behaviour and attitudes in the school.

Staff induction

All staff will receive behaviour management CPD during INSET day at the start of each academic year. Regular CPD sessions will be part of staff meetings throughout the year. Staff will each receive a copy of 'Teaching Walkthrus' by Tom Sherrington which is central to our behaviour culture.

As a school, we have created the following 'cluster' of behaviour Walkthrus for all staff to follow. Staff receive training on this and a login to the online versions of each book.



Banned Items – As stated in guidance from the DfE

The school may search your child if they think your child has any banned items. The member of staff should always try to get your child's cooperation before searching them. If your child does not cooperate, the staff member may still search them if there's a risk of serious harm. Banned items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence anything banned in the school rules

The school may search your child if they think your child has any banned items. The member of staff should always try to get your child's cooperation before searching them. If your child does not cooperate, the staff member may still search them if there's a risk of serious harm.

What happens during a search?

Searches must always be carried out by someone of the same sex as your child. A witness should also be present unless there's a risk of serious harm if the search is not carried out urgently. The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

When an item can be confiscated

A member of staff can confiscate an item if:

- it's banned
- it poses a risk to any person
- it's considered to be evidence relating to an offence

School staff may also confiscate items as a sanction.

Complaining about a search

Parents should always be told about any search for a banned item and the outcome - including any sanctions. If you're unhappy with a search on your child at school, talk to the headteacher. If you're not satisfied, ask for a copy of the complaints procedure.

Positive Handling and Safe Support

Rainford CE Primary School is committed to maintaining a safe, secure and supportive learning environment where all pupils can learn and thrive. We recognise that behaviour is often a form of communication and that children may sometimes require additional support to regulate their emotions and behaviour.

Our approach is based on positive relationships, prevention and de-escalation. Staff will always seek to prevent situations from escalating through the use of strategies such as:

- Positive relationships and restorative practice.
- Calm and respectful communication.
- Clear routines and expectations.
- Distraction and redirection techniques.
- Providing time and space to self-regulate.
- Use of individual support plans, risk assessments and reasonable adjustments where appropriate.
- Working closely with parents, carers and external agencies.

Restrictive interventions, including the use of reasonable force, will only be used as a last resort when other strategies have been unsuccessful or where immediate action is required to prevent harm.

In accordance with Section 93 of the Education and Inspections Act 2006, all members of school staff have the legal power to use reasonable force when necessary to:

- Prevent a pupil from causing injury to themselves or others.
- Prevent a pupil from committing a criminal offence.
- Prevent serious damage to property.
- Prevent behaviour that seriously disrupts the good order and discipline of the school.

Any force used must be:

- Reasonable.
- Necessary.
- Proportionate to the circumstances.
- Applied for the shortest possible time.

Reasonable force will never be used as a punishment.

Where physical intervention is required, staff will maintain the dignity of the pupil at all times and will use the minimum level of intervention necessary to ensure safety. The school recognises that pupils with SEND, communication difficulties, social, emotional and mental health needs, or those who have experienced trauma, may

require additional support. Staff will make reasonable adjustments and follow individual behaviour support plans and risk assessments where these are in place.

Following any significant physical intervention:

- The incident will be recorded on CPOMS.
- Parents/carers will be informed as soon as possible.
- Appropriate support and debriefing will be offered to the pupil and staff involved.
- The incident will be reviewed to identify any lessons learnt and ways to reduce the likelihood of future incidents.

The school's use of positive handling is guided by the LDST Positive Handling and Safe Support Policy, which should be read alongside this Behaviour Policy, the Child Protection and Safeguarding Policy, the SEND Policy and the Health and Safety Policy

The power to discipline beyond the school gate

Teachers have a statutory power to discipline children for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate children's behaviour in these circumstances "to such extent as is reasonable." The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the Headteacher or other senior member of staff, who will apply appropriate sanctions in relation to the general principles laid down in this Behaviour Policy.

Monitoring

Senior leaders monitor behaviour daily. A behaviour learning walk by the Headteacher or Deputy Headteacher will take place every half term and feedback will be provided to all staff. Behaviour records will also be monitored every half term. Governors will also be presented with an update regarding behaviour and attitudes every half term.

Positive handling incidents, restrictive interventions and the use of reasonable force will be monitored termly by senior leaders and reported to governors through safeguarding and behaviour monitoring systems

Discriminative Behaviour

Any discriminative language or behaviour against disabilities, gender, sex, sexuality, race, religion, or belief should be reported immediately to the safeguarding team and uploaded to CPOMS under the correct categories.

All teachers have a duty to promote the safety and wellbeing of all children and young people in our care, including lesbian, gay, bisexual and transgender pupils and those experiencing homophobic, biphobic or transphobic bullying.

Parents should also be informed of any language or behaviour displayed within school or around the school grounds.

Child-on-Child Abuse

We recognise that child-on-child abuse can occur in any setting. With this in mind, we aim to prevent incidents occurring through the delivery of our curriculum. This provides developmentally appropriate PSHE and RSE which develops children's understanding of acceptable behaviour and keeping themselves safe. This helps in creating a culture where pupils feel able to share their concerns openly, in a non-judgemental environment, and have them listened to. Our curriculum also provides a robust online safety programme which develops children's knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking.

If an incident is reported, a member of the safeguarding team (DSL/Deputy DSL) will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected. The DSL/Deputy DSL will use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required.

For more guidance please see our Child Protection Policy.

To be reviewed: July 2027

Review Schedule

Policy Author	Emma Shawcross and Louise Thompson
Policy Approver	Governing Body
Current Policy Version	Version 2 July 2026
Policy Effective From	September 2024
Policy Review Date	July 2027

Revision Schedule

Version	Revisions	By whom
V2	updated positive handling; LGBTQ terminology; more clarity around monitoring and evaluation	ES