



Rise Park Academies



Behaviour Policy

**Nursery
Infant School
Junior School**

Date of Issue: September 2025

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Responsible Staff: Mrs Hayley Durrant

Status: Approved by Governors



High expectations and standards of behaviour are essential in order for Rise Park Academy to achieve its vision of being a place where children can realise their potential, friendship thrives between children and in which there is a partnership between teacher and child based upon trust, respect and an ethos of mutual care and consideration.

The purpose of this document is to establish the principles upon which behaviour management at our school is based, and to make clear what strategies should be adopted to ensure that high standards of behaviour are achieved and maintained.

INTENT

The aims of implementing this policy are to continue to:

- develop positive relationships between children and between children and adults
- encourage children to acquire increasing independence and to take on responsibility for their own actions appropriate to their age and maturity
- foster self-esteem
- ensure consistency of approach to behaviour throughout the school
- promote high standards of behaviour which contribute towards effective learning and an organised, calm community within the school

We will be working with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs.

This is how we establish conditions for learning with positive relationships and secure routines in our school:

- Positive relations - Blending warmth, kindness and assertiveness
- Establishing your expectations - Setting and maintaining high expectations
- Signal, pause, insist - Gaining focused attention on a signal
- Positive framing - Creating a positive atmosphere through affirmative language
- Rehearse routines - Designing, rehearsing and reinforcing common class routines
- Choice and consequences - Using choices and consequences systems for excellent behaviour

We acknowledge there has been an increase in social, emotional and mental health concerns in some children. Some vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND is also regularly reviewed. For some pupils, we will be working with local agencies (such as health and the local authority) to ensure that all required services and support are in place to support them in school.

The following principles underpin our practice in implementing behaviour management strategies, and in ensuring that Rise Park Academies is an orderly, caring environment in which children feel valued, secure and able to enjoy their learning.

You have the right to learn undisturbed.

I have the right to teach undisturbed.



WHOLE SCHOOL RULES

Five core “golden rules” are central to behaviour expectations around school, in classrooms, the dining hall, corridors and playgrounds.

At Rise Park Academies we always do our best to:

1. Work hard and be a helpful member of our school family.
2. Be kind, honest and polite to others.
3. Follow instructions straight away.
4. Show respect for others through our actions and through our words.
5. Take care of our school and others' property.

IMPLEMENTATION – REWARDS

Good behaviour is recognised through rewards and positive praise. At Rise Park Academies we put much emphasis upon the rewarding of good behaviour rather than sanctions.

To do this in class, we use many strategies, which include:

- Verbal praise
- Stickers
- PAP - Pupil Achievement Points used for effort or achievement in work produced/ completing homework/ reading at home - linked to school rule 1
- Celebration certificates linked to our learning powers
- Celebration of children achieving well on the behaviour chart which relate to the behaviours they show towards each other - respect/ kindness/ understanding/ empathy - linked to rules 2-5
- Handwriting pens for efforts in presentation
- Reading Cups for classes who have the most children reading at home
- School Mascot for class showing respect and attention in the assembly that week
- Role and responsibilities as an incentive/reward

Weekly Celebration Assembly RPA Celebration Assembly - 2025-26

PAP - Pupil Achievement Points

Points are given out by the staff for positive behaviour and effort during lessons, playtimes and lunchtimes. These will be counted during the celebration assembly. The pupil with the highest number of points for the week is announced.

Behaviour System

The behaviour system consists of a wall chart/ladder displaying the different stages. Nursery and Infants consist of weather signs and the Juniors colours.

Children who demonstrate good behaviour work their way up the ladder (see appendix 1 and 2)

The child stays on the weather signs/ colours when they have been moved up for the whole week unless it is a negative - then they start afresh every day.

All children start at green/the sun at the beginning of each week if they have moved up the chart.

Any adult, during break time, lunchtime, around the school or within lesson time, can move a child's name up the ladder/chart depending on the behaviour observed.

Class teachers/cover supervisors/HLTAS can only move children's names down the ladder at breaktime or in lesson time, not at lunchtime.



Golden Time (Infant only)

Each class also works together to achieve 'Golden Time' which takes place on a Friday afternoon for 20-30 minutes where children have a choice of activities to do. It is awarded at the end of the week to those pupils who remained on the 'sun' or above. If a child has moved their name down the ladder at any point during the week, then they could potentially lose out on the privilege of joining in with Golden Time, or part of it.

Roles and Responsibilities

Children are often given designated roles and responsibilities within the school such as Reading Champions, School Councillors, Digital Leaders, Eco Warriors, class Meeters and Greeters as well as taking on classroom responsibilities. All children with a specific role are expected to be positive role models for Rise Park and may risk losing these roles if they do not follow the school rules.

IMPLEMENTATION – SANCTIONS

- If a child chooses not to observe a school rule, then a consequence or sanction must follow (see appendix 1 and 2).
- A child should work their way through the colours systematically.
- There may be an occasion when a child needs to be placed straight onto the 'rain cloud/ red'. This is to be used only when the child's behaviour is deemed to be serious enough to not go through the warning/steps procedure. This may involve:

Walking out of class
Violence with intention to hurt
Vandalism
Racist remarks (refer to SLT)
Homophobic remarks (refer to SLT)
Swearing (heard by an adult or admittance by the perpetrator)
Lying
Stealing
Spitting
Refusal which results in unsafe behaviour
Refusal to come in from break or lunch

- Sanctions should be applied as soon as possible, preferably on the day they are administered, although this may not always be practical. Please see Appendix 1 and 2 for more details about the sanctions.
- Class teachers, support staff and MDAs will investigate any incident which arises, both within the classroom or on the playground, to discover the facts and who is involved in a given situation. It is very important that this happens to get a clear account. They will then decide the appropriate action or strategy to be employed e.g. moving down the ladder.
- Teachers keep a record of children who have moved their names to the 'rain cloud/ red' using the schools' Behaviour Log or Bromcom. All rain cloud/ red incidents recorded will be reported by the class teacher to the parent by phone or in person.

Part of Golden Time (Infants only) will be missed for all incidences of poor behaviour.

- The Time Out Room in the Infants and Juniors can be used for 'rain cloud/ red' behaviour which has been displayed during morning lessons, where the class teacher is to escort the pupil/pupils to the time out room at the beginning of lunch, informing the staff member on duty how long they need to stay in for. The incident should have already been reported on the Behaviour Log/ Bromcom.
- If a child displays red/rain cloud behaviour in the afternoon, they will be sent to a member of SLT with their work. If there's not an additional adult in the classroom, the child will be sent with another child to the office where a member of the office staff will contact a member of SLT.
- If a child moves their name to the cloud/orange, they are to spend 5-10 minutes in time out in the class of a YGL with some work (Infants to take to their own YGL, Juniors - Year 4 to take



to Year 6, Year 3 to take to Year 5 and vice versa). The YGL will not investigate the incident.

Repeated incidents within a half term

Incidents per half term	Action
3 reds in a 1 week	<p>Meeting with child, parent and class teacher to discuss behaviours. Any trips or events that week will be considered if the child can attend or not due to the health and safety risk. Privileges will also be considered and a warning will be issued, e.g. school council, representing school at sporting events.</p>
6 reds in a 2 weeks (non-consecutive)	<p>Meeting with child, parent, class teacher and Year Group Leader to discuss behaviours. A behaviour report is then put into place with targets (see appendix 4) and will be in place for the next month. The child will go to visit SLT 3 times a day with their report where discussions will take place.</p> <p>Any trips or events for the next 2 weeks will be considered if the child is to attend or not.</p> <p>Privileges will be taken off of them.</p>
9 reds in 3 weeks (non-consecutive)	<p>Meeting with the child, parent, class teacher and Head of School and an internal suspension is put into place.</p> <p>The child will be withdrawn from any trips or events for the period of internal suspension.</p> <p>For any trips or events in the following month, it will be considered if the child is to attend or not.</p> <p>Internal Suspension</p> <p>The child will work in one of the SLT offices. Work will be supplied by the class teacher.</p> <p>The child will come in through the main office and leave via the office and will not socialise with their peers at break or lunch but will go out at separate times.</p> <p>Day 1 – out of class for whole day</p> <p>Day 2 – In class for first hour</p> <p>Day 3 – In class for the first 2 hours</p> <p>Day 4 – In class for the morning</p> <p>Day 5 – In class for the whole day</p> <p>The behaviour when back in class needs to be in line with our school rules. If the child starts to behave inappropriately then they will instantly be given a warning and if it continues then the child will return to their base, e.g. SLT office, and integration for the day will be over.</p> <p>The child will be referred for ELSA intervention if they are not part of the program already.</p>



	Following internal suspension the child is then on behaviour report for the next month in order to monitor behaviour.
If following an Internal suspension the behaviour persists then a fixed term suspension will be considered.	

Behaviour Reports

- There are a few children where this system does not work and there is a separate behaviour report or plan for these children (see appendix 4 for example of the report).
- The report is broken into sessions including break and lunchtime. The child is given 1 or 2 behaviour targets - these targets are the main behaviours that you want to change. If they keep their target for the session they get a sticker or signature.
- The class teacher and child agree how many they are going to try and get per day and if they are successful then have some timeout at the end of the day (no more than 5 minutes) doing something that they like - this has to be manageable though and may need to be class based if no support.
- This report needs to be discussed with the class briefly to make them aware of the reason behind this so they can understand that the child sometimes struggles and if he/she works hard at his behaviour then he gets rewarded.
- At different times of the day the child goes to a member of SLT with their report so that they are accountable.
- The teacher deciding if they have met their target must only comment on if they have achieved their behaviour target and no other behaviours, e.g. a child's behaviour target is to keep their hands and feet to themselves - if they do this in the session they get their sticker even if they have called out or shown other behaviours. For some children we need to target certain behaviours first.

Internal Suspensions

These can be enforced as part of persistent 'red' or 'rain cloud' behaviour as mentioned above or for serious offences or used before fixed term suspensions are enforced.

Fixed Term Suspensions

Suspensions from school will only be used as a final resort when the behaviour is extreme. Instances of when suspension may be necessary include:

- Serious use of foul and abusive language towards another child or adult.
- Serious physical aggression or violence towards another child or adult.
- Persistent refusal to cooperate, resulting in disruption to the learning and/or well-being of other children.
- Leaving the school premises without permission, posing a safety risk to the child concerned and potentially to other children.
- Intentional damage of school property.
- The process has been followed in regards to persistent offences and internal suspension (see above) so this is the next step.

The length of fixed-term suspensions will directly relate to the severity of the behaviour. They can last up to five days at a time and will not accumulate to more than 45 days in an academic year. Fixed term suspensions will be considered if an internal suspension has already been implemented or for the most severe behaviours.

Following a suspension there will be a return to school meeting with the Head of School, class teacher, child and parent. The child will be on a behaviour report for the next month.



In all cases, Governors will be informed and they will receive a termly report on the number and nature of suspensions.

Should suspensions become necessary on a regular basis the school will contact the SEND Team Around the School if this has not already been undertaken.

The decision to permanently suspend will only be made when all other available resources and strategies have been exhausted, and it is clear that this step would be in the best interests of the other children in school.

Breaktime

If pupils break behaviour rules at break then teacher on duty to move them down on the behaviour chart or to straight red or rain cloud if one of the behaviour specified above.

Lunchtime

- Verbal warning first
- If persists then time out is given in time out room (inf library)
- Class teachers are informed by the person on duty who will record the behaviour onto the behaviour log/ bromcom.
- When back in class then name is moved down on the behaviour chart.
- Child's parent is informed by the class teacher either by phone or in person.
- If there is a child who is on red and this has happened in the last five minutes of the lunch hour then they will be taken to SLT by the MDA to carry out their sanction during the afternoon instead of rolling it over to the next day.

Searches and Confiscation

If a member of staff suspects that a pupil is in possession of a prohibited or potentially dangerous object/ banned substances from site, e.g. vapes then the pupil may be searched. The search will be a search of their bag, coat and the child will be asked to show their socks, take off shoes and turn out any pockets. This search should be conducted by a member of the SLT with a witness present. Before any search is undertaken consent will be sought from the pupil. If consent is refused, the pupil will be asked to say why he or she has refused. If the need for a search relates to a suspicion of a "prohibited or potentially dangerous item" this can be conducted without the consent of the pupil in their bag and coat however their parent will then be called so that they can search on the child's clothing. Parents will be advised of the circumstances relating to the need to conduct a search and of the ensuing outcome.

Behaviour when Travelling to and Home from School

All pupils are expected to behave in an appropriate manner in the community whilst travelling to and home from school. If breaches of the behaviour code are reported/discovered then the pupil will be asked to explain the circumstances to a senior member of staff. Parents will be advised and we hope will reinforce the importance of the good behaviour that is expected. A consequence for inappropriate behaviour will usually result in the pupil visiting the Time Out room making either a verbal or written apology. The child's right to walk home alone in Y5/6 may also be revoked for some time and the parent may have to come and pick them up again as in the lower year groups.

Use of Mobile Phones

Pupils in Y5/6 are permitted to bring a mobile phone to school if they walk to and from school alone. Pupils hand in the mobile phone to their class teacher on entry to the classroom at the start of the school day. This is then stored in a lockable storage cabinet and kept in the classroom. Pupils sign against their name when signing the phone in and when collecting it at the end of the school day. This allows all pupils to feel safe on their journey to and from school, while removing digital distraction for the entirety of the school day. Parents complete a Google form to state if they wish for their child to walk to and from school alone and if they wish for their child to bring in their mobile phone. Pupils should only bring in mobile phones if they are walking alone and for no other reason.

<https://docs.google.com/forms/d/1S7Mq8CSpVaC7Lr-YvORXvU8o4ytxic7xBKUV3V3VfhU/edit>



More exam

Use of the Internet including Social Networks

All pupils are expected to follow our rules for safe and responsible internet use at school, failure to do so will result in a consequence and parents being contacted. We urge parents to supervise their pupils when using the internet or permissible social networks at home and to report to us and the APP involved any instances of unacceptable behaviour (See the 'Online Safety Policy' and Acceptable Use Policy for Pupils).

IMPACT

High expectations of behaviour are reflected in all areas of school life and children feel happy, safe and confident in the school environment. Behaviour for learning continues to be a strength of the school and is reflected in the respect children have for each other and the mutual respect between pupils and staff.

Staff are given the support they need to manage more complex behaviours and external agencies are involved where appropriate. The school works in partnership with parents, sharing and celebrating achievements and addressing areas of concern together to overcome any barriers which children may be experiencing.







A focus on positive behaviour results in children aspiring to this rather than negative behaviour. Leaders at all levels are responsible for behaviour and work together to support each other and the pupils.

Appendices:

1. Infant Behaviour System
2. Junior Behaviour System
3. School Creed
4. Behaviour contract



Appendix 1: Infant Behaviour System

Stage	Behaviours	Rewards/ Sanctions
<p>Pot of Gold</p> 	<p>Exceptional behaviour</p>	<p>Name read out in celebration assembly 3 PAPs</p>
<p>Rainbow</p> 	<p>Good role model to others in regards to their behaviour</p>	<p>Name read out in celebration assembly 2 PAPS</p>
<p>Sun</p> 	<p>Consistently following the school rules</p>	<p>Children put hand up in assembly and are praised 1 PAP</p>
<p>Verbal reminder is given.</p>		
<p>Sun Cloud</p> 	<p>Failure to follow any of the school rules e.g. disrupting learning/ being disrespectful to others</p>	<p>A formal warning is given e.g. 'I am now giving you a warning because....' The child will be asked to think about their behaviour and be reminded as to what was said/or done by them. Child strives to get back on to the sunshine</p>
<p>Cloud</p> 	<p>The reason for moving to sun cloud continues</p>	<p>5-10 minutes in time out in the classroom of the YGL with some work Child strives to get back onto the sunshine</p>
<p>Rain Cloud</p> 	<p>Persistently breaking the school rules (some behaviours such as physically hurting another child with intent moves straight to</p>	<p>Stay in for 10 minutes of lunchtime/with SLT. Parent/carer is informed by the end of the day</p>



	the rain cloud/ drawing on someone's work)	
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Appendix 2: Junior Behaviour System

Stage	Behaviours	Rewards/ Sanctions
GOLD	Exceptional Behaviour, effort and work and being a good role model to others.	Gold certificate and 4 PAPs awarded
SILVER	Consistently good and following the school rules	Silver certificate and 3 PAPs awarded
BRONZE	Consistently good and following the school rules	2 PAPs awarded
GREEN	Following the school rules	1 PAP awarded
Verbal reminder is given.		
YELLOW	Disruptive learning/ being disrespectful towards others/ not following instructions	A formal warning is given and strive for green
ORANGE	The reason for moving to yellow continues	In class spend 5-10 minutes in time out in the YGL class with work to complete - Y4/6 YGL and Y3/5)
RED	Physical, aggressive behaviour intended to cause harm, inappropriate language.	Miss up to 30 mins lunchtime in the Time Out Room with SLT discussing their choices. Parent/ carer informed.



Appendix 3: School Creed

Our School Creed

This is our school,
Let peace live here,
Let love abide here,
Love of one another,
Love of man-kind,
Love of life itself
And love of God.
Let us show respect,
Have belief,
And strive for excellence.



Appendix 4: BEHAVIOUR REPORT

Name:

Class:

Behaviour Targets:

I will....

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration					
Session 1					
Break time					
Visit SLT					
Session 2					
Lunch time					
Visit SLT					
Session 3					
Session 4					
Visit SLT					

Signed _____
Teacher *Parent /Carer* *Child*