



Behaviour Policy

Date of Adoption by the Governing Body:	19 th March 2026
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1. Aims

At Rockcliffe First School, we aim to provide a safe and stimulating environment for children to learn, grow and 'shine brightly together'. Part of this is to ensure that we develop behaviours in our children that enable effective learning. This policy focuses on our positive approach to behaviour management and the strategies and tools we have in place to help our learners succeed. It also explains the restorative steps we take for learners who are struggling with their behaviour choices. At Rockcliffe, we understand that behaviour is another way for children to communicate and that it is our responsibility to work with and educate our learners in how to make good choices.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a positive whole-school approach to maintaining high standards of behaviour that reflect that *We Rock*
- Set clear expectations for behaviour
- Show how we educate our children to make good choices
- Provide a consistent approach to behaviour management that is applied to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force and other restrictive interventions guidance](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. We Rock our 3Rs

At Rockcliffe, we understand that behaviour is part of the school experience, and we need to teach and support our children in this. It is our responsibility to provide behaviour guidance to children to ensure they are ready to learn and become responsible citizens.

Being ready to learn is our focus and we have adopted many of the suggestions in Paul Dix's 'When the Adults Change' to ensure that our behaviour policy is forward-looking, informed by best practice and ensures our children are ready to learn. This has led to the development of our 3Rs.

We are all proud to be members of our school family, with the aim of 'Rock our 3Rs', which are three key concepts that drive all our interactions in school.

3.1 Ready

This is the goal of our behaviour policy. We strive for all children to be ready to learn and this comes from being responsible and respectful. At this point, all of the children can then fully access our engaging and exciting curriculum and we can ensure they meet their full potential.

3.2 Responsible

We aim for all our children to be responsible for their actions and learning. Learners are only able to concentrate on learning if they are feeling safe and secure and we want to instil in all children the responsibility for their part in this. We ensure that the learning environment is stimulating and that they are surrounded by trusted adults. Children know who to talk to if they have any worries or concerns and we promote children talking about their emotions and wellbeing.

3.3 Respectful

We aim for all our children to show respect for themselves, the wider Rockcliffe family, visitors, and school property. Being respectful is an important part of children's understanding of how their actions affect others. We want our children to understand others' feelings and reflect on how their actions have consequences. This links with our restorative approach to behaviour management, which will be discussed later in the policy.

Making sure 'We Rock our 3Rs' is promoted at the start of each academic year to remind the children of our expectations. It is also referred to in assemblies and by all staff in school. This ensures consistency and makes it clear to the children that we are all part of the Rockcliffe family and here to help them be ready to learn.

4. The Five Pillars of Practice

Our behaviour policy is based on the following five pillars of practice:

1	2	3	4	5
Consistent, Calm Adult Behaviour	First Attention for Best Conduct	Relentless Routines	Scripting Difficult Conversations	Restorative Follow-ups

4.1 Consistent, Calm Adult Behaviour

We aim to foster positive relationships with all of our children. This is achieved by all adults in our school showing regular day-to-day acts of kindness to the children and an interest in their lives. This

is achieved in many ways, such as through thoughtful remarks and greeting every child at the classroom door each day.

Children respond best with consistency, and our policy ensures that all members of our school community are consistent in their expectations and behaviours. Being calm and consistent ensures that any possible behaviour events are de-escalated and that the next steps are predictable, fair and honest. Our role is to model the behaviour that we wish to see in the children.

4.2 First Attention to Best Conduct

Our priority is to draw attention to the behaviours we want to see. This ensures that our behaviour focus is positive and makes our expectations clear and regularly communicated. Good behaviour is an expectation at Rockcliffe First School. We will work with all children to achieve this and when they do, it will be noticed.

We identify positive behaviour in many ways at school. This promotes the behaviour we want to see and ensures we give it attention. These can include:

Recognition Boards: In lessons, teachers promote the positive behaviours and learning superpowers they want to see. Once a child models this, their name is put on the recognition board or their work is used to model this. Every child has the potential to be on the recognition board every lesson.

Superhero Postcards - At Rockcliffe, we give special recognition to those children who go above and beyond our expectations in our Superhero Assemblies. Certificates are awarded at a whole-school assembly on Friday to celebrate children whose achievements exceed our expectations and demonstrate Learning Superpowers.

Positive Postcards - These are the highest level of praise at our school and are awarded to children who consistently go above and beyond. Children receiving these are sent to share their achievements with a member of the School Leadership Team. They are then awarded a certificate in our Superhero assembly.

4.3 Relentless Routines

Consistency is key to helping children understand expectations and boundaries. Our classroom routines are also important so that when children are ready to learn, they have a consistent framework in which to do so. Key classroom routines can also diffuse any behaviour incidents before they occur. Our classroom routines are rooted in positive reinforcement and are constantly modelled and reinforced.

These are underpinned by:

1. Meeting and greeting every child at the classroom door
2. Using consistent routines to draw the learner's attention and secure good listening
3. Having resources and prompts readily available to ensure smooth transitions
4. Reflective questioning informed by live marking to offer clarification or move the children's learning on
5. Sharing or eliciting the success criteria for the task from the children so they know what they need to do to be successful

4.4 Scripting Difficult Conversations

When a child is struggling to follow our 3Rs, adults in school will use the same approach to help the child make better choices and reflect on their actions and consequences. This ensures consistency

across the school and that all children know what to expect. It is this predictability that will help children manage their own behaviour.

Our stepped approach to difficult conversations can be seen in the following table:

	Steps	Actions
1	Reminder	A reminder of Ready, Responsible and Respectful delivered either by using non-verbal clues, as part of the teacher's delivery, to not cause a break in learning or privately, where possible
2	Caution	A clear verbal caution makes the child aware of their behaviour and clearly outlines the next steps if they continue.
3	Last Chance	Use of the 30-second script.
4	Reflection Time	This could be outside of the room, in a thinking spot, or in a designated space. It is time for the child to step away to reflect on the situation and compose themselves.
5	Repair	This could be a chat at the end of the lesson or a longer meeting.

Reminders in steps 1 and 2 can include:

- Proximity praise (praising a child nearby who is behaving appropriately, verbally or by using Dojo Points as an incentive)
- Tactical ignoring
- Waiting and scanning
- Pause in talk
- Avoiding disturbing others or drawing attention to a child by moving towards the child or group while talking, using non-threatening body language
- Restatement of the request followed by repetition of the class rule
- Use of an individual's name within a sentence, to remind them of the behaviour you want to see
- Repetition using 'name...pause...direction'
- The use of privately understood signals
- The use of a signal, familiar to the whole class or group
- Quietly and calmly reminding the child of the consequences if they continue to show inappropriate behaviour, and the opportunity they have to make a different choice
- 'When...then...' instructions

Staff will endeavour to diffuse any behaviour incidents by using step 1 and step 2. If step 3 is required, staff will use the following script:

1. I noticed you are... (having trouble starting, sitting in the wrong seat/talking rudely to Mrs X)
2. You are not following our 3Rs as you are not being ready/responsible/respectful
3. You have chosen to... (move to the back of the line, catch up with your work at lunchtime)
4. Do you remember last week when you... (got that positive postcard/wrote that amazing piece of description)
5. That is who I need to see today
6. Thank you for listening

This approach is rooted in positivity and in reminding children of the times they have made good choices. The consistency of the script and predictability of the adults help prevent the situation from escalating.

4.5 Restorative Follow-ups

These follow-ups work alongside the positive relationships staff have built up with the child. They allow us to hold a mirror up to the child and let them reflect on their behaviour. They seek a calm examination of the behaviour so that the child can learn from it and avoid repeating it.

The conversation then consists of five questions that should be explored with the child. This could be whilst completing a task. This ensures it is not a formal meeting and will foster a more productive and positive conversation.

1. What happened?
2. What were you thinking at the time?
3. Who has been affected?
4. What should we do to put things right?
5. How can we do things differently in the future?

These questions are simplified for younger children to:

1. Who has been affected?
2. What should we do to put things right?

The additional questions are then included once the children are ready.

Pictorial prompts may be used to help children with this. (See Appendix 1).

4.6 Responding to continued inappropriate behaviour in or out of class, violence, offensive language and major disruption to lessons

All members of staff are responsible for dealing with incidents of behaviour. For continued inappropriate behaviour:

- A member of the SLT (Early Years Lead, SENCO, Deputy Head) should be informed or called for
- The member of the SLT may remove the child from the situation and explore the causes of behaviours and set appropriate consequences.
- Behaviours are logged on CPOMS and where appropriate, the parent/carer is contacted
- The member of the SLT follows up with the child and the member of staff over the period of time to ensure the behaviours improve.
- Where bullying, violence or discriminatory/offensive behaviours occur, the Deputy Head and Headteacher will be informed
- When appropriate, the child may spend reflection time of class on a *Reflect and Reset* completing class work and work centred round a pastoral restorative focus. The time frame for this will be decided between staff and the Senior Leadership Team.

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. We use the acronym STOP (Several Times on Purpose) with the children.

Bullying is:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Please see our Anti-Bullying Policy for a more detailed explanation of how we address bullying in our school.

6. Roles and responsibilities

6.1 The Governing Board

The full governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

6.2 The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Approving this policy

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with behaviour that falls below the 3Rs
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

6.3 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils, following our 3Rs
- Promoting and celebrating a positive behaviour ethos in school
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.4 Families

Families, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with families by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The 3Rs and how this is our basis for good behaviour for learning
- The expected standard of behaviour they should be displaying at school at all times

- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and provided with repeated induction sessions, where appropriate.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. Safeguarding

The school recognises that changes in behaviour may indicate that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being at risk of suffering significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.1 Reasonable force

Reasonable force encompasses a range of interventions involving physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering the use of reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

8. Suspension and Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or persistent poor behaviour that has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour by pupils with SEND, especially when their SEND affects their behaviour, the school will balance its legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will, as far as possible, anticipate all likely triggers of misbehaviour and put in place support to prevent them from occurring.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether any underlying needs are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, and/or others to identify and address specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Monitoring arrangements

10.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed yearly by the Senior Leadership Team and Governing Body.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Online Digital Safety Policy
- Anti-Bullying Policy

Appendix 1

broke something	scribbled on something	hurt an adult	hurt a child	was unsafe
took my clothes off	What happened?			wasn't respectful
swore				wasn't ready
didn't listen	threw something	ran off	tore my work	something different

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worried	fidgety	confused	angry	sad
irritated	What were you thinking or feeling?			excited
giggly				distracted
silly	hungry / thirsty	anxious	scared	something different

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me	a friend	a teacher	a MDS	my class
my mum	Who has been affected?			other children
my dad				group
my family	people in the community	animals	my carer	someone else

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write it down	write a letter	talk to someone	say sorry	fix something
get dressed	What needs to happen to put it right?			tidy up
have thinking time				clean something
make a plan	practise	finish my work	get energy out	something different

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sad	sorry	guilty	ashamed	scared
good	How do you feel now?			worried
happy				unsure
tired	calm	better	okay	something different

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talk to an adult	ask to go outside	go to a calm space	go for a run	get a fidget toy
physical checklist	Next time I could...			count to 10
play with someone else				walk away
ask for help	take deep breaths	tell someone how I feel	have a drink	something different

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