



Riversdale Primary School

A nurturing, ambitious and values led school.

BEHAVIOUR & ANTI-BULLYING POLICY

DATE: 5th January 2026

REVIEW DATE: 4th January 2027

INTRODUCTION

Riversdale Primary School is committed to creating a safe, respectful and orderly environment in which all pupils can learn and thrive.

Positive behaviour underpins effective teaching and learning. The school expects high standards of behaviour from all members of the school community and works in partnership with pupils and families to promote these expectations.

This policy has been developed to reflect the school's values and Rights Respecting ethos, recognising that every member of the school community has both rights and responsibilities. Pupils are supported to understand the importance of respecting the rights of others, taking responsibility for their actions and contributing positively to the school community.

The policy sets out the school's approach to promoting positive behaviour, responding to behaviour concerns and preventing bullying.

The policy reflects national guidance including Behaviour in Schools (2022) and Preventing and Tackling Bullying (2017).

BEHAVIOUR PRINCIPLES

The school's approach to behaviour is based on the following principles:

- Behaviour expectations must be clear, consistently applied and understood by all pupils and staff.
- Staff should teach, model and reinforce positive behaviour.
- A calm and orderly environment supports effective learning.
- Consequences should be proportionate, predictable and fair.
- Pupils should be supported to reflect on their behaviour and make positive changes.
- Behaviour systems should support a safe and inclusive learning environment for all pupils.

As a Rights Respecting School, Riversdale Primary School promotes behaviour that reflects respect for the rights of all members of the school community. Pupils are supported to understand that everyone has the right to feel safe, respected and able to learn, and that these rights are accompanied by a responsibility to act in ways that respect the rights of others.

Where behaviour concerns arise, the school will consider whether behaviour may be linked to special educational needs, safeguarding concerns or other vulnerabilities.

ROLES AND RESPONSIBILITIES

Headteacher

The Headteacher has overall responsibility for behaviour and standards across the school.

The Headteacher will:

- ensure the behaviour policy is implemented consistently
- monitor behaviour patterns and trends across the school
- support staff in managing behaviour effectively
- make decisions regarding serious sanctions including suspension or exclusion.

Staff

All staff share responsibility for promoting positive behaviour.

Staff will:

- set clear expectations for behaviour
- model respectful and calm interactions
- address behaviour concerns promptly and consistently
- record significant behaviour incidents where appropriate.

Pupils

Pupils are expected to:

- treat others with kindness and respect
- follow instructions from staff
- behave safely in school and during school activities

- allow others to learn without disruption.

TEACHING BEHAVIOUR EXPECTATIONS

Positive behaviour is actively taught and reinforced across the school.

Staff support pupils to understand expectations through:

- modelling respectful interactions
- establishing clear classroom routines
- reinforcing expectations throughout the school environment
- supporting pupils to reflect on behaviour when incidents occur.

Teaching behaviour expectations helps pupils develop the social and emotional skills necessary to succeed in school.

PROMOTING POSITIVE BEHAVIOUR

The school promotes positive behaviour through:

- clear and consistent expectations
- recognition and celebration of positive behaviour
- supportive relationships between staff and pupils
- consistent routines and boundaries.

Positive behaviour is acknowledged through praise and encouragement.

CONSISTENCY FOR STAFF

Consistency is essential to ensure that pupils understand behaviour expectations.

Staff are expected to:

- apply the behaviour policy consistently
- respond to behaviour calmly and fairly
- reinforce expectations across the school
- use professional judgement when responding to behaviour concerns.

Senior leaders support staff to ensure behaviour expectations are applied consistently.

RESPONDING TO BEHAVIOUR

When behaviour falls below expectations, staff will respond calmly and proportionately.

The aim of any response is to support pupils in reflecting on their behaviour and making positive choices.

RESTORATIVE CONVERSATIONS

Restorative conversations are used to support pupils in reflecting on their behaviour and understanding the impact of their actions on others.

These conversations help pupils to:

- understand why their behaviour was inappropriate
- recognise how their actions may have affected others
- take responsibility for their behaviour
- identify ways to make better choices in the future.

Typical restorative questions may include:

- What happened?
- What were you thinking at the time?
- Who has been affected by what happened?
- How can the situation be improved or repaired?
- What will you do differently next time?

Restorative conversations may take place following behaviour incidents and as part of ongoing behaviour support where appropriate.

CLASSROOM BEHAVIOUR RESPONSE

When behaviour falls below expectations, staff may use the following stepped response.

STAGE	RESPONSE
Stage 1: Reminder	A clear reminder of the expected behaviour and opportunity to correct behaviour.
Stage 2: Warning	A further reminder and clear warning that behaviour must improve.
Stage 3: Reflection	A short period in a partner classroom or reflection space to allow the pupil time to calm and reset.
Stage 4: Escalation	Continued disruption may result in referral to a senior member of staff.

Staff will use professional judgement when applying these steps and not all incidents will require the full sequence.

BEHAVIOUR REFLECTION FORMS

Where a pupil's behaviour has fallen below expectations, teachers may ask pupils to complete a behaviour reflection form. These forms support pupils in reflecting on their behaviour, understanding the impact of their actions and identifying ways to make more positive choices.

Two types of reflection form are used within the school.

Blue Behaviour Reflection Forms

Blue behaviour reflection forms are used where a pupil's behaviour has disrupted learning.

These forms enable pupils to reflect on how their behaviour has affected their own learning and the learning of others.

Blue forms:

- are completed under the guidance of the class teacher
- remain in school
- are reviewed by the class teacher as part of behaviour monitoring.

Red Behaviour Reflection Forms

Red behaviour reflection forms are used where a pupil's behaviour has emotionally or physically hurt another person.

These forms support pupils in recognising the impact of their behaviour on others and encourage accountability.

Red forms:

- are completed with support from the class teacher
- are sent home to parents or carers
- must be read and signed by parents or carers
- are returned to the class teacher.

This process ensures that parents and carers are informed where behaviour has caused harm and supports the pupil in taking responsibility for their actions.

RECORDING BEHAVIOUR INCIDENTS

Behaviour incidents and the completion of reflection forms are recorded by teachers using the school's behaviour recording system (CPOMS).

Recording incidents allows the school to:

- monitor behaviour patterns across the school
- identify pupils who may require additional support
- ensure appropriate follow-up actions are taken.

Where patterns of behaviour emerge, the school may move to the Graduated Behaviour Support process outlined in this policy.

BEHAVIOUR ESCALATION

Where behaviour concerns persist or become more serious, further action may be taken.

This may include:

- meetings with parents or carers
- behaviour monitoring
- behaviour support plans
- involvement of senior leaders
- additional pastoral support.

GRADUATED BEHAVIOUR SUPPORT

Where behaviour concerns continue over time, the school will adopt a graduated approach to supporting the pupil.

STAGE	DESCRIPTION	RESPONSE
Stage 1: Monitoring	Behaviour concerns emerging	Teacher monitors behaviour and may contact parents.
Stage 2: Behaviour Concern	Behaviour concerns persist	Meeting with parents and behaviour monitoring.
Stage 3: Behaviour Support Plan	Ongoing behaviour difficulties	Behaviour support plan implemented and reviewed regularly.
Stage 4: Intensive Support	Significant behaviour concerns	Involvement of senior leaders and possible external support.

SERIOUS BEHAVIOUR INCIDENTS

In cases of serious behaviour, the school may implement more significant sanctions.

These may include:

- removal from class
- internal reflection time
- involvement of senior leaders
- suspension.

In exceptional circumstances, the Headteacher may consider permanent exclusion.

BEHAVIOUR BEYOND THE SCHOOL GATE

The school may apply sanctions where behaviour occurs outside the school site but is connected to the school.

This includes behaviour:

- while travelling to or from school
- while wearing school uniform
- during educational visits or school activities
- online behaviour that impacts the safety or wellbeing of pupils or staff.

Where behaviour outside school affects the school community, the school may investigate and take appropriate action.

SEARCHING, SCREENING AND CONFISCATION

School staff have the authority to search for and confiscate items where there are reasonable grounds to believe that a pupil may be in possession of a prohibited item or an item that could cause harm or disrupt the school environment.

This will be carried out in accordance with Searching, Screening and Confiscation guidance (2022).

Prohibited items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any item that could cause harm or disruption.

Searches will be conducted respectfully and proportionately.

SUSPENSION AND EXCLUSION

The Headteacher may use suspension or exclusion where necessary to maintain the safety and wellbeing of the school community.

Decisions will be made in accordance with Suspension and Permanent Exclusion guidance (2023).

ANTI-BULLYING

Riversdale Primary School takes all forms of bullying seriously and is committed to ensuring that pupils feel safe and supported.

DEFINITION OF BULLYING

“Bullying is behaviour that is repeated, intentional and involves an imbalance of power.”

TYPES OF BULLYING

Bullying may include:

- physical bullying
- verbal bullying
- social or relational bullying
- cyberbullying
- bullying related to protected characteristics.

PREVENTING BULLYING

The school seeks to prevent bullying through:

- promoting respectful relationships
- encouraging pupils to report concerns
- addressing behaviour concerns early.

RESPONDING TO BULLYING

Where bullying is reported or suspected, the school will:

- investigate the incident
- support the pupil who has experienced bullying
- address the behaviour of the pupil responsible
- monitor the situation to ensure the behaviour does not continue.

SUPPORTING PUPILS INVOLVED IN BULLYING INCIDENTS

Riversdale Primary School recognises that bullying can have a significant impact on pupils and is committed to supporting all pupils involved.

Supporting the Pupil Who Has Experienced Bullying

The school will ensure that pupils who have experienced bullying feel safe and supported. This may include:

- providing opportunities for the pupil to speak with a trusted adult
- monitoring the situation to ensure the behaviour does not continue
- offering pastoral support where needed
- maintaining communication with parents or carers.

The school will take appropriate action to ensure that the pupil feels safe and able to continue their learning.

Supporting the Pupil Responsible for Bullying Behaviour

The school will also work with the pupil responsible for the behaviour to support positive change.

This may include:

- restorative conversations to help the pupil understand the impact of their behaviour
- reflection activities

- behaviour support where appropriate
- involvement of parents or carers.

The aim of this approach is to help pupils understand the impact of their actions and make positive choices in the future.

RECORDING AND MONITORING BULLYING INCIDENTS

All bullying incidents are recorded using the school's safeguarding and behaviour recording system (CPOMS).

Recording incidents allows the school to:

- monitor patterns and trends in bullying behaviour
- ensure that incidents are responded to appropriately
- identify pupils who may require additional support
- ensure that bullying does not continue or escalate.

Where a bullying incident is confirmed, staff will record:

- the nature of the incident
- pupils involved
- actions taken by the school
- any follow-up support or monitoring required.

School leaders regularly review recorded incidents to ensure that bullying is addressed promptly and effectively.

Repeated incidents or concerns may be reviewed by senior leaders to determine whether further intervention or support is required.

SUPPORTING PUPILS WITH ADDITIONAL NEEDS

The school recognises that some pupils may require additional support to meet behaviour expectations.

Where behaviour concerns may be linked to special educational needs or emotional needs, the school will consider appropriate support and reasonable adjustments.

WORKING WITH FAMILIES

The school recognises the importance of working in partnership with parents and carers.

Where behaviour concerns arise, the school will communicate with families and work collaboratively to support improvements in behaviour.

MONITORING AND REVIEW

Behaviour patterns are monitored by school leaders to ensure that the policy is implemented consistently and effectively.

The Governing Body will review the policy annually to ensure that it reflects current guidance and best practice.

