

The Richard Pate School



Behaviour Management Policy (including Restorative Justice)

September 2026

This policy has regard to Keeping Children Safe in Education 2026, current DfE Behaviour in Schools guidance, the Equality Act 2010, the EYFS statutory framework and the Independent School Standards. It should be read alongside the School's Safeguarding and Child Protection Policy and current ISBA safeguarding/model-policy guidance.

The purpose of this policy is to give a clear code of conduct for the use of all at The Richard Pate School, both adults and children. It reflects the values and principles that we consider to be important for the School.

1. Aims and Values

Safeguarding is integral to behaviour management. Staff must remain alert to the possibility that behaviour may be an indicator of abuse, neglect, exploitation, child-on-child abuse, online harm, mental health need, serious violence or another safeguarding concern. Where there is a safeguarding concern, staff must act immediately and follow the School's Safeguarding and Child Protection Policy, including reporting to the DSL or a Deputy DSL without delay.

The School will maintain a child-centred culture in which pupils feel safe to report concerns and are confident that they will be listened to and taken seriously. Behaviour systems must never create a barrier to a child disclosing abuse or seeking help.

Our school aims to provide a happy, caring and secure environment for all those who work in / or visit it. As well as the School's aims stated on our website, we believe that it is important:

- a) for the happiness and smooth running of our School, that we foster positive caring attitudes to one another and the environment.
- b) acknowledge that each and every person who joins the community has a personal part to play and each person's talents will be valued and enjoyed.
- c) to support each member who needs help and encouragement, in particular nurturing the self-esteem of all. We realise particularly the importance to children of approval by their peers.
- d) to listen with care to the views and opinions of one another and value them.
- e) on occasions when an injustice or injury has been done, that we should provide a time and space in which the 'wrong doer' can reflect on his / her actions and, where relevant, make reparation through providing support and comfort. It may be appropriate for the Head or Pastoral Lead to agree a 'contract' with the 'wrong doer'.
- f) that we respond in a polite and thoughtful manner to one another.
- g) that corporal punishment is never used or threatened to be used in our school.**
- h) that we each fulfil our responsibilities whether as pupil, teacher or assistant with regard to:

- i. punctuality
- ii. completing tasks to the best of our ability
- iii. taking responsibility for our buildings and equipment
- iv. co-operation with other school members

We believe that emphasising positive behaviour in School tends to marginalise poor behaviour and decreases the number of misdemeanours. A well managed, orderly environment in school will encourage children to react in a positive, caring way.

2. Equality

The Behaviour Policy will be applied consistently, fairly and proportionately while recognising that equal treatment does not always mean identical treatment. The School will comply with the Equality Act 2010 and make reasonable adjustments for disabled pupils and pupils with SEND. Staff will consider whether SEND, communication needs, trauma, mental health, medical needs or other vulnerabilities have contributed to behaviour before deciding an appropriate response or sanction.

Staff must recognise and challenge discriminatory behaviour, including racism, faith-targeted abuse, sexism, misogyny, misandry, homophobia, biphobia, transphobia and disability-based or other prejudice-related abuse. Where such behaviour raises a safeguarding concern it must also be referred to the DSL/Deputy DSL.

The Richard Pate School acknowledges and responds to the differing needs of all individuals. This remains especially true for our behaviour policy and handbook. However, incidents of inappropriate behaviour will be dealt with in an agreed and consistent way irrespective of disability, gender or race.

Cultural / Social Issues:

We are aware that some children's behaviour can be influenced by cultural or context. This will be considered when dealing with inappropriate behaviour.

Cultural Differences that might affect behaviour:

We acknowledge that behaviour can be viewed as being culturally or contextually specific. Examples of cultural differences that might affect behaviour include:

- Eye contact – some pupils may look down as a sign of respect.
- Hand movements – when calling peers from a distance it may look like hello or farewell
- Facial gestures – some pupils may smile or laugh under pressure.
- Silence – our education system places high value on participation so silence is often interpreted as lack of interest, sullenness, unwillingness to co-operate, lack of confidence or understanding. It may be wise to check this assumption and the cultural significance of silence for different groups.
- Religious beliefs – there could be curriculum and behavioural issues, for example the Islamic religion finds it unacceptable to reproduce human faces and forms.
- Loss of face – some pupils never want to appear humiliated by a teacher and therefore will not 'back down', preferring confrontation to 'loss of face'.

As a result, all staff undergo training and ongoing support in behaviour management including secondary behaviours, praise and cultural differences. All staff are supported to reflect and show continuous improvement.

3. Leadership and Management

All staff must read Keeping Children Safe in Education 2026 Part One in full and understand the School's procedures for child-on-child abuse, reporting safeguarding concerns, online safety and responding to pupils who may be at risk of harm.

Leaders will ensure that behaviour and safeguarding systems work together. Patterns in behaviour, bullying, discriminatory incidents, sexualised behaviour, online incidents, attendance and safeguarding concerns will be considered together where this may identify a pupil at risk or a wider cultural or contextual concern.

The trustees will maintain strategic oversight of behaviour culture, safeguarding implications, staff training, the consistent and lawful use of sanctions and any disproportionate impact on pupils with SEND, protected characteristics or other vulnerabilities.

Roles of designated staff

Staff: All staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as well as consistently rewarding positive behaviours. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

Staff are responsible for:

- Complying with the behaviour policy and its tenets for class management
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils, who may or may not have special educational needs (SEN)
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

The Headteacher:

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this handbook to ensure rewards and sanctions are applied consistently.

The role of school leaders:

The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

4. Encouraging Good Behaviour

Preventative education and the behaviour curriculum will explicitly promote respectful relationships and challenge abusive or harmful conduct. Pupils will be taught, in an age-appropriate way, that racism, discriminatory behaviour, sexual harassment, sexual violence, misogyny, misandry, homophobia, biphobia, harmful sexual

behaviour and other forms of child-on-child abuse are unacceptable and should be reported.

It is made clear to children that they must follow our Golden Rules:

- 1 We will always act with **kindness**
- 2 We will show **respect** for other people and their possessions
- 3 We will ensure we are **honest** in all that we do
- 4 We will always invest 100% **effort** in all activities within and beyond the classroom
- 5 We will always take **responsibility** for our own actions

All staff must be aware of the importance of encouraging good behaviour and giving specific praise for children on a consistent basis in School and also of the different ways this can be achieved.

The idea of what is appropriate school behaviour is not automatically learned; we must help to show children what is appropriate.

Consideration should be given to children with SEND. In cases of misbehaviour advice should be sought from class teachers and members of the Learning Support Department before sanctions are applied.

5. Rewards

(a) Positive encouragement should be given to pupils wherever possible. This may take the form of:

- Verbal praise
- Positive written comments when marking a pupil's work
- Nursery / Pre-Prep. Kindness Tree
- Y3 Hero of the Day
- Year 3 Child of the Week
- Golden Time in Pre-Prep Dept, Privilege time in Lower Juniors
- Treasure Box
- Merit stickers / stamps in exercise books
- Children's good work displayed on classroom walls
- House point given (Junior Dept)
- Entry in TreasureBook → e-mail to parents for special praise by Head and recognition by whole school in assembly.

(b) House Points (Junior Dept)

House points will count towards the House Trophy, to be awarded at the end of the school year. A class house point chart is displayed in each of the junior classrooms.

House points may be won as the result of school competitions:

House points may be awarded to individual pupils for:

- Work – of a high standard or for effort
- Attitude to others e.g. kindness, consideration, helpfulness
- Behaviour – politeness, manners
- Smartness of dress

House points may be deducted for:

- Sub-standard work, lack of effort – after warnings
- Late homework – after warnings
- Failure to respond appropriately to school rules
- Unkindness, poor attitude to others
- Incorrect or scruffy uniform, no P.E. kit, frequent forgetting of library books
- Perpetually losing belongings

6. Misbehaviour

Staff should consider whether a change in behaviour, persistent dysregulation, aggression, withdrawal, sexualised behaviour, discriminatory language, unexplained or persistent absence, or other concerning conduct may be a sign that a child is experiencing or at risk of harm. Behaviour that may indicate safeguarding concerns must not be managed solely as a disciplinary matter.

Where a pupil is distressed, parents/carers should normally be engaged appropriately and at an early stage, while safeguarding considerations remain paramount. Staff must seek DSL advice where contacting a parent could place a child at increased risk or prejudice safeguarding action.

We recognise that there will be occasions when there will be problems of behaviour. We strive to understand the reasons behind the misbehaviour so that we can deal with it most effectively.

Some of these reasons may cause children to be in distress, thus affecting behavioural patterns. There may be some children who are living in unhappy home circumstances. For such children the school can provide a stable and consistent setting for at least part of the day in a world which may otherwise be confused, irrational, even frightening. School can also be a source of stability where achievements, as well as difficulties, are recognised. What is certainly essential is that it should not be a place where a child's sense of low self esteem, inadequacy and helplessness are actually endorsed and confirmed.

Reasons for distress could include:

- a. Children who are abused, whether emotionally, physically or sexually (see Safeguarding Policy)
- b. Family breakdown
- c. Bereavement
- d. Bullying (see Anti-Bullying Policy)
- e. Exposure to inappropriate online material (see E-Safety policy)

7. Dealing with unacceptable behaviour

Child-on-child abuse can occur inside or outside School and online. The absence of reported incidents does not mean that abuse is not happening. Staff must challenge abusive behaviour and must not dismiss sexual harassment, discriminatory abuse or other harmful conduct as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”.

All concerns about child-on-child abuse, including bullying/cyberbullying, discriminatory behaviour, physical abuse, sexual harassment, sexual violence, harmful sexual behaviour, consensual or non-consensual sharing of nudes or semi-nudes, digitally manipulated or AI-generated sexual imagery, upskirting, initiation/hazing behaviour and abuse in intimate personal relationships, must be considered under the Safeguarding and Child Protection Policy and referred to the DSL/Deputy DSL where appropriate.

Staff should recognise that child-on-child abuse is a safeguarding issue for both the child harmed and the child alleged to have caused harm. Safeguarding support and disciplinary action may operate alongside one another; sanctions must not replace a safeguarding response.

Records of serious or safeguarding-related behaviour must be clear, factual and comprehensive and should include the concern, action taken, decisions made, reasons for those decisions and outcomes. Relevant records must be shared with safeguarding staff on a need-to-know basis.

There is no place for violence, bullying, harassment (racial or sexual) including ‘banter’, vandalism, rudeness to adults or bad language in the school community and these must always be discouraged. Children observing or experiencing bullying, harassment or vandalism are encouraged to enlist the help of adults in the School to resolve problems of this type. All occurrences of this type of behaviour should be noted (including the name of the “target” if any) and, if happening at playtime, communicate to the class teacher or Pastoral Leads, who may or may not involve the Head. Repeated occurrences will need to be noted on the child’s profile record. Sanctions exist to protect individuals from these negative forms of behaviour. Solutions to problems of bullying, harassment and vandalism should offer opportunities to support and guide the ‘perpetrator’ to take a more positive role within the School. Parents will be kept informed and advice from outside agencies taken if deemed necessary.

A register will be kept of sanctions imposed for serious misbehaviour.

Malicious Allegations against Staff

These will be taken very seriously and dealt with immediately by the Headteacher, liaising with the DSL.
(See Safeguarding Policy)

8. Sanctions

Sanctions will be lawful, reasonable, proportionate and applied with professional judgement. Before imposing a sanction, staff should consider the pupil’s age, SEND, disability, communication needs, mental health, medical needs, vulnerability, the circumstances and intent of the behaviour, and any reasonable adjustment required.

Removal from a classroom or activity is a serious response and should be used for a limited period where necessary to maintain safety or restore a calm learning environment. Pupils who are removed will remain appropriately supervised, continue to receive suitable education where applicable, and receive support to understand and improve the behaviour that led to removal.

Suspension or permanent exclusion will only be considered and implemented in accordance with the School's Exclusion Policy, applicable independent-school requirements, the pupil's contractual arrangements and safeguarding/equality duties. The Headteacher will ensure decisions are properly documented and proportionate.

General – Whole School (including EYFS)

Where rules are contravened there must be a system of appropriate sanctions: where possible, sanctions should be seen to match the offence in order to be most effective. The most powerful sanction is the disapproval of those whose views the perpetrator respects, so we should create a climate of opinion in which that sanction will have the greatest effect.

In line with the Anti-Bullying Policy, pupils who have been bullied will be supported by:

1. Offering an immediate opportunity to discuss the experience
2. Reassuring the pupil
3. Offering continuous support
4. Restoring self-esteem and confidence
5. Teaching pupils to be assertive

Pupils who have bullied will be helped by:

1. Discussing what happened
2. Discovering why the pupil became involved
3. Establishing the wrong doing and the need for change
4. Informing the parents to help change the attitude of the pupil

Disciplinary action will be taken according to the seriousness of the incident in line with the School Behaviour policy and our Safeguarding Policy.

Children are only physically held to keep themselves safe and to prevent physical injury to other children or adults. If there is a serious incident it will be recorded in School Manager and parents informed on the same day or as soon as reasonably practicable. (The DfE advice ' Use of reasonable force' is a good point of reference)

Persistent poor behaviour

If persistent poor behaviour is exhibited on a regular basis (either in or outside the classroom), parents will be informed at an early stage. If the problem persists, it may be necessary to involve outside agencies. The last resort is exclusion from the

School on a temporary or permanent basis following in accordance with the School's Exclusion Policy.

Sanctions - EYFS (Nursery) Care and Discipline

The aim of our caring Nursery is to encourage the children to respect themselves, each other and their belongings.

Discipline in the Nursery involves early intervention to prevent disagreements that children cannot handle. We make the child aware that it is their behaviour that is not acceptable not the child personally. We discourage unacceptable behaviour and are positive about good behaviour. This involves encouraging the child to realise what he/she has done is not acceptable behaviour.

If the unacceptable behaviour continues we use the following strategies:

- Support children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough toys and activities available so that children are meaningfully occupied.
- We try and avoid creating situations where children receive adult attention only in return for inconsiderate behaviour.

If unacceptable behaviour recurs, we will discuss the problem with the child's parents/carers and a decision will be agreed upon how it is best to respond to it.

Parents are also encouraged to discuss with the staff any concerns they have with regard to unacceptable behaviour.

Behaviours considered to be unacceptable are:

- Physical abuse – including biting, hitting, punching, pinching, scratching, kicking and pushing.
- Verbal abuse – including name calling and racist or sexist remarks.
- Bullying – defined as persistent name calling, minor harassment (such as taking things, toys etc. away from someone) and more major incidents involving physical violence or a group of children picking on one child (see whole school Anti-Bullying Policy).
- Spitting.
- Screaming and shouting.

Staff will work with parents and carers in managing the child's behaviour.

A child will never be punished by smacking or made to feel frightened.

We have a named person, Mrs. Paula Hunte, who supports personal, social and emotional development, including behavioural issues.

Sanctions - Pre-Prep (including Reception (EYFS))

Minor issues are dealt with by the class teacher. If more serious, the class teacher will send the child to the Head of Department who decides on appropriate sanctions. They may include any or all of the following:

- Verbal Rebuke

- Time out (i.e., withdrawal from an activity for a short period of time)
- Phone call home to parents
- Exclusion (Temporary or Permanent in cases of severe or persistent bullying)
(See Exclusion Policy)

We have a named person – Mrs. Hunte who supports personal, social and emotional development, including behavioural issues in EYFS Reception.

During lunchtime, lunchtime supervisors to report any incidents to class teacher

PRE-PREP BREAK AND LUNCHTIMES

Playtime/Lunchtime Supervisor Behaviour Reporting Protocol – Pre-Prep Dept.

1. Immediate Safety First

- If a child's behaviour poses **any risk of harm** (to themselves or others), the supervisor should:
 1. Intervene calmly but firmly to stop unsafe behaviour.
 2. Ensure all children are safe and settled before moving on.
 3. Notify the class teacher or designated person **immediately**.

2. Verbal, On-the-Spot Reporting

- **Minor incidents** (e.g., squabbles, low-level disruption) should be:
 - Reported verbally to the class teacher or teaching assistant **at the end of lunch**.
 - Kept factual — avoid personal opinion, stick to what was seen and heard.
- **Moderate/Repeated behaviour** (e.g., persistent refusal to follow instructions, unkindness, inappropriate language):
 - Report to the class teacher **as soon as possible** after it happens.
 - Include:
 - Date & time
 - Exact behaviour
 - Any triggers (if noticed)
 - How the situation was resolved.

3. Written Record

- Use a **Behaviour Log** or **Incident Slip**.
- Write in **clear, objective language** — avoid judgement words (“naughty”), instead describe the action (“pushed another child”).

- For safeguarding-sensitive behaviours (e.g., sexualised language, targeted bullying, physical aggression):
 - Record **before the end of your shift**.
 - Pass directly to the class teacher and **Designated Safeguarding Lead (DSL)**.

4. Escalation to Safeguarding

- **Any behaviour of concern** that could relate to:
 - Child-on-child abuse
 - Potential neglect or harm
 - Sexualised behaviour
 - Racist incidents
 - Significant emotional distress
→ **Must be passed to the DSL the same day.**
- Follow the school's Safeguarding and Child Protection Policy without delay.

5. Feedback Loop

- Supervisors should receive brief follow-up from the teacher or senior staff on how incidents were managed, so they feel supported and understand outcomes.
- This also helps ensure consistent responses to recurring issues.

6. Confidentiality

- Never discuss behaviour incidents with other parents or pupils.
- Share information **only** with relevant staff.

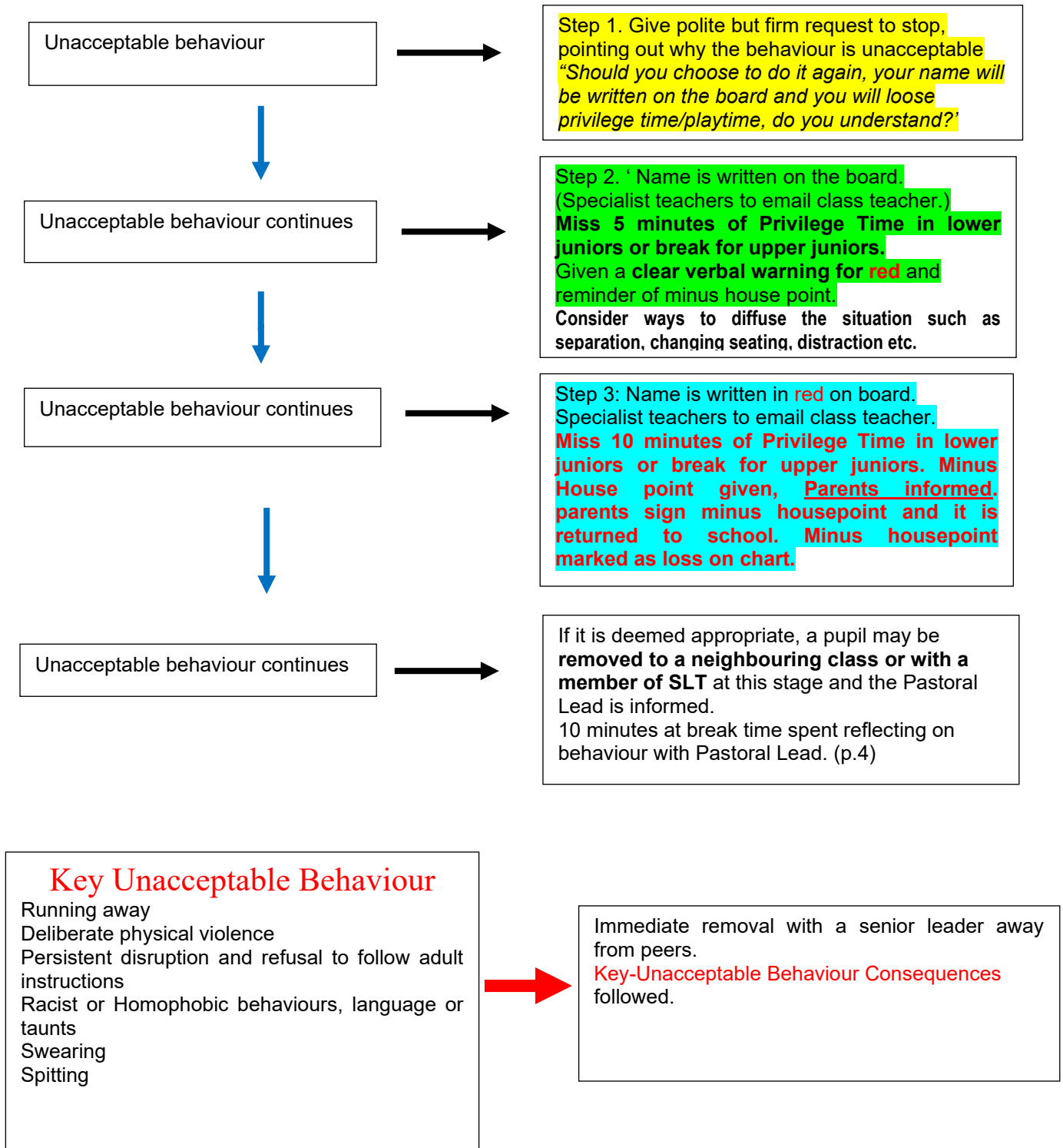
Tip for under-7s:

Children this age often act impulsively and need quick, calm interventions. Praise for positive behaviour during lunch should also be passed to teachers — positive reporting builds trust and prevents the “only bad news” effect.

Sanctions – Junior Department

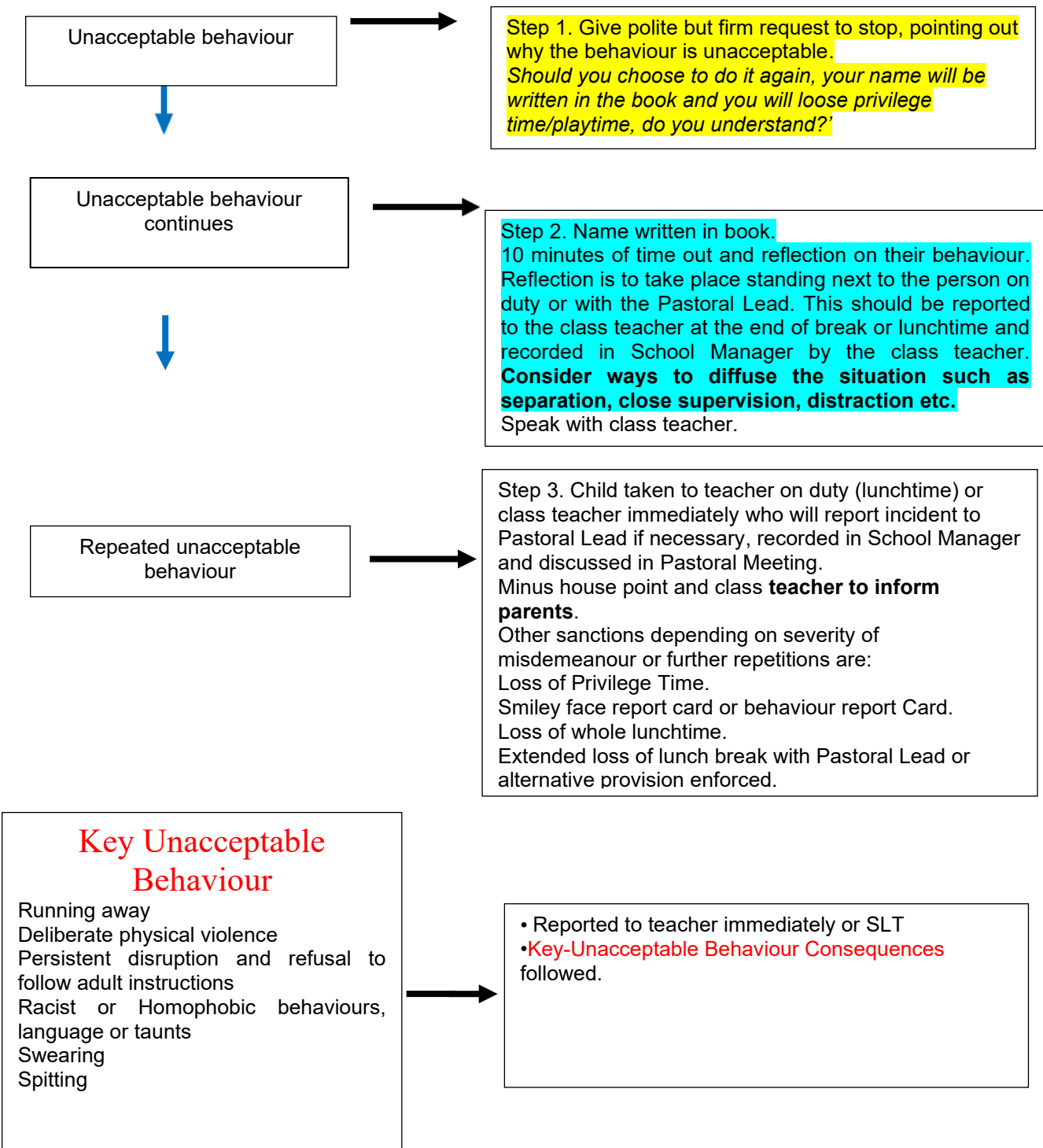
IN CLASS - When Behaviour is Unacceptable and Disrupting Learning

(e.g. calling out, talking, making noises, not settling down to work, inappropriate behaviour on trips or matches, etc.)



JUNIOR BREAK AND LUNCHTIMES - Managing Behaviour

When a pupil is disrupting or choosing poor playground behaviours (these should not include minor disagreements in a game such as football), the sanctions are as follows:



KEY UNACCEPTABLE BEHAVIOUR CONSEQUENCES

- Immediate removal with a senior leader away from peers
- Followed by reflecting on behaviour.

10 minutes silent reflecting followed by Reflective Thinking form (See Appendix 1) and discussion. The length of time that the child is removed from class or breaks will depend on the severity of the incident, the intent of the student and remorse shown. It involves working through age related materials in core subjects, including breaks to practice self-regulation techniques and reflection. It may also involve using **restorative justice** procedures (see Appendix 2) if necessary. A record of this should be kept using the form in Appendix 3.

- Class teacher, Pastoral Lead and Headteacher to be informed immediately.
- Headteacher to contact parents.
- SLT to be informed, recorded in School Manager, mentioned in Pastoral Meeting.

Sanctions will depend on seriousness of breach of rules :

- Loss of Privilege Time and Minus House Point.
- Loss of Red Button for Y6.
- Smiley face report card or behaviour report card.
- Loss of whole lunchtime with Pastoral Lead.
- Extended loss of lunch break or alternative provision.

Reflecting on behaviour: pupils to be sat with a member of staff in a room and spend 10 minutes reflecting on their behaviour in silence. This is not a time for reading or chatting but time to reflect on their behaviour.
Following this period of reflection time, pupils to be asked about their behaviour and thoughts (using Reflective Thinking form).

If this behaviour is repeated or the behaviour is deemed to meet the threshold we may need to move on to suspension or exclusion. This decision will be made by the Headteacher in consultation with the SLT. (See Exclusion Policy.)

9. Restrictive Interventions and the use of reasonable force

The School's separate Restrictive Interventions (Including the Use of Reasonable Force) Policy applies. From April 2026, significant incidents involving force and every incident of seclusion or restraint are subject to statutory recording and reporting requirements. Staff must use the least restrictive intervention, no more force than is necessary and for the shortest time, with particular regard to safeguarding, dignity, SEND, medical needs and other vulnerabilities.

Any safeguarding concern arising before, during or after a restrictive intervention must be reported to the DSL/Deputy DSL without delay. Parents/carers must be informed in accordance with the School's Restrictive Interventions Policy and the statutory requirements applicable to independent schools.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or hold children. 'Reasonable' in these circumstances means 'using no more force than is needed'. On very rare occasions physical holding may be necessary in order to keep a child safe. In some circumstances, staff may use reasonable force to hold a pupil to prevent them:

- Causing disorder
- Committing an offence
- Hurting themselves or others
- Damaging property
- Maintain good order and discipline

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 by a member of SLT

Safeguarding & Inclusion lead

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Risk assessments, if relevant, may be written for high-profile pupils.

10. Transitions

Where a pupil moves school, safeguarding information must be transferred in accordance with KCSIE 2026. The DSL will ensure that the child protection file is transferred securely and separately from the main pupil file within the required timescale, with confirmation of receipt. Relevant safeguarding information may be shared in advance where this is necessary to support the child's safety and transition.

If a pupil leaves us before the end of Y6, we will contact the new school if we feel that it would be helpful to pass on information to ease the transition.

We have a good relationship with the Y7 transition staff at our local secondary schools and pastoral and behavioural issues are always discussed. This could involve a meeting with parents as well.

We would always contact a new pupil's previous school to ask for any relevant and helpful information.

11. Behaviour outside of school premises

Where off-site or online behaviour raises a safeguarding concern, the School will respond through safeguarding procedures whether or not a behaviour sanction is also appropriate. This includes concerns about child-on-child abuse, exploitation, sexual harassment or violence, discriminatory abuse, serious violence, coercion and the creation or sharing of nude or semi-nude imagery.

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils, include but are not limited to:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Online Incidents

Online safeguarding concerns must be treated with the same seriousness as offline concerns. Staff must not routinely view, copy, print, forward or share nude or semi-nude images. Incidents involving such imagery, including digitally manipulated or AI-generated sexual imagery, must be referred promptly to the DSL/Deputy DSL and managed under the School's safeguarding procedures and current UKCIS guidance.

The School will consider the safeguarding impact of misogynistic, misandrist, racist, extremist or other harmful online content and communities where these influence pupil behaviour or create a risk of harm.

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to the school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity and online incidents occur both on and off the school premises. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour.

However, often incidents that occur online will affect the school culture. Schools will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. This is in accordance with Keeping Children Safe in Education, DfE guidance.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or seminude images and videos, and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead.

Mobile Phones

The School's approach to mobile phones and other smart devices will be consistent with current statutory DfE guidance and the Safeguarding and Child Protection Policy. Any permitted exception will be risk-assessed and clearly communicated. Unauthorised use, including recording, photographing or sharing material involving pupils or staff, may result in safeguarding and/or disciplinary action.

Pupils are not allowed to bring mobile devices into school unless permission has been sought and this has been agreed in writing with the Headteacher. If a child has been given permission to bring a device into school, the device **MUST** be handed over to a responsible adult (class teacher, admin team, member of SLT) where they will be stored for collection until the end of the academic day, or such time as the pupil is dismissed.

12. Monitoring and evaluation of school behaviour

Monitoring will include analysis by relevant protected characteristics and SEND where proportionate and appropriate, to identify possible disproportionality or systemic concerns. Leaders will also consider patterns in child-on-child abuse, discriminatory incidents, sexual harassment/violence, online behaviour, restrictive interventions, suspensions/exclusions and safeguarding referrals.

The School will use this information to review the effectiveness of preventative education, staff practice, reasonable adjustments, pastoral/SEND support and the wider behaviour culture. The absence of reports will not, by itself, be taken as evidence that harmful behaviour is not occurring.

The school collects, monitors and analyses data internally in order to interrogate repeat patterns and the effectiveness of the use of behaviour systems. The school will make data-based decisions to consider whether pupils may benefit from additional and alternative approaches, a pastoral review or investigation by the Special Educational Needs Co-ordinator (SENCo), or whether specific departments or teachers may require more support. The school will collect data from the following sources:

- behaviour incident data;
- attendance, permanent exclusion and suspension data;
- incidents of searching, screening and confiscation; and
- anonymous surveys for staff, pupils, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

Within the school, we use School Manager to do this, with the exception of surveys.

13. Induction, Development and Support

Behaviour training and induction will be integrated with safeguarding training. Staff will receive regular updates on child-on-child abuse, discriminatory behaviour, sexual harassment and sexual violence, harmful sexual behaviour, online harms, misogyny/misandry, SEND and reasonable adjustments, de-escalation and the lawful use of restrictive interventions.

All staff must know how to record and escalate safeguarding-related behaviour and understand that data protection law does not prevent necessary and proportionate information sharing for safeguarding purposes.

Staff induction

All staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as well as consistently rewarding positive behaviours. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. To support this, staff will be inducted prior to starting work with relevant policies which will be signed off on School Manager. During the induction process, new staff will meet the school's senior leadership team and key staff including the Pastoral Lead.

Parent information

We know that children can present at school very different from how they behave at home. As a school, we are committed to supporting our pupils. The Richard Pate School has two designated Mental Health Leads to support pupils. The pastoral DHT is always available for discussions, advice and guidance and can be contacted through each school's admin team.

14. Summary

At every stage of the behaviour process, safeguarding takes precedence. If behaviour may indicate that a child is suffering or likely to suffer harm, or presents a safeguarding risk to another child, staff must stop the ordinary behaviour pathway where necessary and refer the matter to the DSL/Deputy DSL for a safeguarding response.

To summarise, we must work to a four point plan:-

1. The teacher or adult in charge will address the problem at source.
2. Should this prove to be unsuccessful, referral is made to the Pastoral Leads or Head of Pre-Prep, who may involve the Head.
3. Should this be unsuccessful, the Head will meet with the parents.
4. Should this be unsuccessful, the Head will consult with trustees, the final sanction being suspension or even permanent exclusion – See Exclusion Policy.

We should discourage the punishment of a whole group of children and encourage flexibility in the application of sanctions to suit individual circumstances. Reasonable adjustments may need to be made for pupils with special educational needs/disabilities after taking advice from our SENCo. It is important too for adults to be careful not to damage relationships and children's self-esteem by the use of sanctions or any other means (e.g. sarcasm or destructive criticism).

Potential Problems

Problems with behaviour are more likely at certain times of the day, usually when children are not actively involved in the classroom. We should all be aware of the potential for problems and try to minimise them. Such times include:

- when waiting in line and moving about the School (e.g. for Assembly P.E., between lessons and during the lunchtime routine)
- when going out to play and coming back in

- when in the School building before the start of the school day when wet outside
- when leaving at the end of the school day

Playtimes

Playtimes can be problematic for children as they are in school but outside the normal classroom environment. We do expect that the same school rules will apply at playtimes as well as during the rest of the school day and that children will respond to the supervision of playground supervisors, who must be treated with the same respect as other adults. An Accident Book is kept in which details should be entered of any incident involving physical injury to a child; this is kept in the sick bay. SEE Junior Lunchtime/Playtime Procedure.

E-Safety

Our aim is to promote responsible behaviour with regard to e-based activities (See E-Safety Policy). All Junior children read and sign an agreement regarding E-Safety rules. Any mis-use of computers, etc should be reported immediately to our DSL (JMH), our E-Safety co-ordinator (LK) and our Head teacher (RM). The matter will be dealt with immediately and appropriate sanctions applied.

Review

This policy will be reviewed at least annually and sooner following a significant safeguarding/behaviour incident, inspection finding, or relevant change to legislation, KCSIE, DfE guidance, the Independent School Standards, EYFS requirements or current ISBA safeguarding/model-policy guidance.

Reviewed annually by the Headteacher - see top of policy for last review date.

Related Policies

Anti-Bullying Policy
Safeguarding Policy
Complaints Policy & Procedure
Exclusion Policy
Anti-Racism Policy
Diversity, Inclusion and Respect Policy

Pre-Prep & Junior Lunchtime/Playtime Procedure – guidance for lunchtime supervisors

Appendix 1. RPS Reflective Thinking Form

Ask questions from below in the order appropriate for the situation.

Name of Pupil:

Date:

	Pupil's Response
Okay, so something has happened to make you feel Can you help me understand what emotion you would prefer to be feeling?	
If you could ask anyone to help you right now, who would it be and what would you ask?	
When we are anxious, upset or angry, we breathe quickly. Our bodies always need more oxygen when we feel like this. I think that might be happening to you at the moment. Can you try and take 5 deep breaths to help you?	
Can you talk me through what just happened from beginning to end so that I can understand how you are feeling right now? As you tell me, try and take deep breaths.	
If I asked you what the impact of what has happened is on you and those around you, what would you say? What would you prefer it to be?	
On a scale of 1 to 10, how in control of your reactions/emotions/words do you feel you are at the moment? Can you tell me how you feel inside your body? Can you think of something that might help you feel more in control?	
Is there one thing you could do right now that could make things better or different?	

Imagine the way you feel about what has just happened represented by a colour, what colour would it be? What colour would you prefer to be feeling?	
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Appendix 2. Restorative Justice

Restorative justice enables a wider view of school discipline. For restorative justice we think beyond pupils breaking our rules but also the wider impact of it causing harm to pupils, classroom/school, culture and the community. Therefore, from a restorative justice perspective, a just response must address:

- not only the wrongdoing,
- but also the harms involved.

If all the interested parties are willing, the practice of restorative justice is a way to help pupils understand and discuss those harms. Through meetings, pupils learn how to repair them. The aim is to lead to transformational changes in pupils' lives as well as their schools and communities.

Restorative Justice asks the following set of questions:

- 1. Who was harmed?**
- 2. What are the needs and responsibilities of all affected?**
- 3. How do all affected parties together address needs and repair harm?**

Restorative Justice emphasizes restoration by working with all parties in the conflict involved in working out how to repair that harm. It pays attention to community and victim's needs in addition to the accountability of the person who caused harm.

By practising Restorative Justice, there is a commitment to strengthening school relationships and the sense of rebuilding a sense of justice that can sometimes be lost when applying the traditional school disciplinary procedures. These procedures can neglect this when there is a haste to punish offenders.

The main aspects of Restorative Justice are:

1. Inclusion of all parties
2. Encountering the other side
3. Making amends for the harm
4. Reintegration of the parties into their communities

When implemented to resolve conflict, Restorative Justice brings together the person or persons harmed and the person or persons who caused harm. The meetings will enable the participants to decide the response to the harm and allowing those who committed the offense to understand the true impact of their actions while also offering them the opportunity to take responsibility for their behaviour.

Structure of a Restorative Justice meeting:



Outcome: A record of the meeting is kept by the adult on the agreed meeting form
Restorative Justice: Record of Meeting (Appendix 3)

- An agreement made in the meeting of the restorative outcome is recorded.
- The sanction is then planned and carried out.

Appendix 3. RPS Restorative Justice: Record of Meeting

Name of pupil:

Date:

	Pupil's Response
What happened?	
What were you thinking?	
Who did it affect?	
What needs to happen to put things right?	
How can you stop this happening again?	

Playtime/Lunchtime Supervisor Behaviour Reporting Protocol – Pre-Prep Dept.

1. Immediate Safety First

- If a child's behaviour poses **any risk of harm** (to themselves or others), the supervisor should:
 1. Intervene calmly but firmly to stop unsafe behaviour.
 2. Ensure all children are safe and settled before moving on.
 3. Notify the class teacher or designated person **immediately**.

2. Verbal, On-the-Spot Reporting

- **Minor incidents** (e.g., squabbles, low-level disruption) should be:
 - Reported verbally to the class teacher or teaching assistant **at the end of lunch**.
 - Kept factual — avoid personal opinion, stick to what was seen and heard.
- **Moderate/Repeated behaviour** (e.g., persistent refusal to follow instructions, unkindness, inappropriate language):
 - Report to the class teacher **as soon as possible** after it happens.
 - Include:
 - Date & time
 - Exact behaviour
 - Any triggers (if noticed)
 - How the situation was resolved.

3. Written Record

- Use a **Behaviour Log** or **Incident Slip**.
- Write in **clear, objective language** — avoid judgement words (“naughty”), instead describe the action (“pushed another child”).
- For safeguarding-sensitive behaviours (e.g., sexualised language, targeted bullying, physical aggression):
 - Record **before the end of your shift**.
 - Pass directly to the class teacher and **Designated Safeguarding Lead (DSL)**.

4. Escalation to Safeguarding

- **Any behaviour of concern** that could relate to:
 - Child-on-child abuse
 - Potential neglect or harm
 - Sexualised behaviour
 - Racist incidents
 - Significant emotional distress→ **Must be passed to the DSL the same day.**
- Follow the school's Safeguarding and Child Protection Policy without delay.

5. Feedback Loop

- Supervisors should receive brief follow-up from the teacher or senior staff on how incidents were managed, so they feel supported and understand outcomes.
- This also helps ensure consistent responses to recurring issues.

6. Confidentiality

- Never discuss behaviour incidents with other parents or pupils.
- Share information **only** with relevant staff.

Tip for under-7s:

Children this age often act impulsively and need quick, calm interventions. Praise for positive behaviour during lunch should also be passed to teachers — positive reporting builds trust and prevents the “only bad news” effect.