



Behaviour Policy

2025-2026

Review date: September
2026

Mission Statement

At Red Lane we **believe** that all our children can **achieve**, becoming **successful** future citizens that contribute positively to a society in which all members are equally valued.

High aspirations, high motivation and high outcomes for all, ensure that achievement gaps wherever they exist are narrowed in order to improve pupils' life choices and future prospects.

We strive for all of our children to be safe, feel valued, develop resilience and continually learn within our nurturing and supportive community.

At Red Lane, our children BELIEVE, ACHIEVE and SUCCEED!



1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [Suspension and Permanent Exclusion](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3.The Red Lane Way and the School Rules

Red Lane Primary explicitly define and teach the expectations of pupils. This is defined within the 'Red Lane Way' and is underpinned by the 4 school rules. Pupils are expected to uphold the expectations set out in the Red Lane Way. This approach and the accompanying document explicitly detail the behavioural expectations of all pupils and staff at Red Lane. By teaching explicitly the behaviours and values expected, children are not only equipped to follow the rules but know that the Red Lane Way is the way to be. They know that we follow the Red Lane Way to become better learners and to build positive habits which will help everyone to be successful throughout life as citizens of our school and in the world.

There are 4 school rules which form the basis of the policy and the 'Red Lane Way' are:

- **Treatment Rule:** staff and pupils at Red Lane treat others and equipment with respect.
- **Learning Rule:** we respect everybody's right to learn and ensure that this right is not affected through disruption of lessons or refusal to work.
- **Talking Rule:** staff and pupils at Red Lane talk in a respectful manner to one another and listen at the appropriate times.
- **Movement Rule:** staff and pupils move in a safe way around the school grounds, walking quietly when in the school building.

Expectations within the 'Red Lane Way':

EYFS

- Respond positively to boundaries that are set by staff, with support where needed
- Listen to adults and each other
- Take part in activities that will help them understand their own needs and those of others
- Begin to think about others and show a developing awareness of other people's needs
- Play safely – indoors and outdoors
- Look after property
- Show kindness towards others and always use gentle hands

KS1 and KS2

- The demonstration of self confidence in order to 'Believe Achieve Succeed'
- Knowledge of and demonstration of the 4 school rules in all contexts e.g. lunchtime
- Understanding and ability to recite the school mantra
- Understanding the meaning and demonstrating the school core values
- Understanding and demonstration of classroom routines including use of consistent stop signals
- Understanding and demonstration of positive learning behaviours and what it means to be an active listener
- Understanding and demonstration of manners
- Understanding and adherence to the school uniform policy
- Understanding and demonstration of the importance of good attendance and punctuality
- Application of the 'Red Lane Way' in the wider community and aspects of life
- Demonstrating pride in learning

4. Breach of the Behaviour Policy

The Behaviour policy is in place to ensure the safety and wellbeing of all members of the school community and in order to ensure the education and learning of pupils in the school. Behaviour which is threatening or contradictory to the expectations of the Red Lane Way or result in 'breaking' one of the school rules is considered breach of the behaviour policy.

Misbehaviour that breaches this policy is outlined below but this list is not exhaustive. Any behaviour which negatively affects wellbeing, safety, access to learning or in the case of incidents outside of school, the view of the school in the community will be considered a breach of this policy.

Misbehaviour is defined as:

- Disruption of lessons and learning, whether in the classroom, in corridors between lessons or at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to work/ learning
- Incorrect uniform beyond a reasonable circumstance
- Moving unsafely on the school grounds
- Disrespecting others – including staff, pupils, visitors and other members of the local community

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Threats adults and pupils
- Physical harm to adults and pupils
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking/ vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person

Child-on-child abuse is defined as, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse

It can also include grooming children for sexual and criminal exploitation. For schools and colleges, there's detailed Department for Education [advice](#) on what to do if a child is sexually harassed or experiences sexual violence. This expands on the principles set out in the statutory guidance '[Keeping children safe in education](#)'.

5. Bullying

We define **bullying** as '*Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.*'

Bullying is, therefore:

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

At Red Lane Primary School we recognise that there are groups of pupils who may be more vulnerable to experiencing bullying. These include but are not exclusive to:

- Looked after pupils
- Gypsy, Roma and Traveller pupils
- Pupils with special educational needs or disabilities (SEND)
- Pupils from ethnic minorities
- Pupils entitled to Free School Meals
- Pupils for whom English is an additional language
- LGBTQIA+ (lesbian, gay, bisexual and transgender, queer or questioning, intersex, asexual) pupils

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, displays 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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

6. Rewards and consequences

6.1 Rewards

Rewards are implemented for all children so that positive behaviour is acknowledged and celebrated. Positive behaviour is rewarded with:

- Class Dojo points may be given for children modelling the school's Core Values:
 - Aspiration
 - Resilience
 - Independence
 - Collaboration
 - Kindness
 - Responsibility
- Friday Star Assemblies where certificates are given for:
 - Red Lane Star – two children from each class are selected celebrating outstanding achievement either in or out of school.
 - Values Champion – one child from each class who has exemplified the school's Core Values and earned a high number of Dojo points that week. A postcard celebrating this award is sent home each week and the Values Champions enjoys a special breakfast with the Head of School or member of SLT.
 - Bronze, Silver, Gold and Headteacher's Award Certificates – for achieving 100, 200, 300 and 500 Dojo points respectively throughout the school year.
- Individual class teachers may run their own rewards systems in addition to the whole school policy in order to meet the needs of individuals in their classes.
- Individualised reward systems may be implemented for children with behavioural needs to provide more immediate rewards for positive behaviour (this should be agreed with the Inclusion Team).

Additional whole class and house team rewards:

- All pupils are assigned to a house team (Johnson, Hawking, Curie and Newton – referred to by colours in EYFS and KS1). Upon receiving a certificate in the Star Assembly, children gain a point for their house. These are totalled and a weekly house team winner is chosen. Over a half term, the team that has won the greatest number of weeks receive a team award.

6.2 Consequences

At Red Lane Primary, we recognise that behaviour is a form of communication and therefore our aim to modify any negative behaviour in order to have a lasting impact on the pupil and therefore benefit others. Therefore, the school system is based upon the presence of "consequences" to address unwanted behaviours. These consequences are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

The school may use one or more of the following consequences in response to unacceptable behaviour. We recognise that consequences need to be in proportion to the misbehaviour and that consistency is crucial.

- **Consequence 1** – If a child has to be reminded about appropriate behaviour, they will receive a polite reminder (staff referring to the Four School Rules or Red Lane Way)
- **Consequence 2** – If the behaviour persists, they are given a warning (staff referring again to the Four School Rules or Red Lane Way)
- **Consequence 3** – Further misbehaviour will result in a child being required to reflect on their actions at the Thinking Space (setup in each class). They are given time and provided with strategies to self-regulate (developed through PSHCE delivery). At this time, they sign the Thinking Book – this is checked weekly (by the Headteacher).
- **Consequence 4** – Continuing misbehaviour will lead to a Reflection. A more detailed reflection will take place with the class teacher at break or lunch time. Two Reflections in a week results in an initial phone call home from the unit lead.

Between each of these steps, staff will use de-escalation techniques (delivered through Safety Intervention training) in order to avoid progression through the behaviour system.

The warning system is restarted after each registration and does not carry over.

These steps are followed consistently throughout the school day, other than at lunchtime where a different system applies.

If a child refuses to follow a direction, staff may choose to use a deferred consequence, allowing them to retain control, dignity and give the child time to take up the guidance.

Some behaviour may warrant an immediate Reflection or a Staff Help call for the Unit Lead:

- Violent or dangerous behaviour
- Running away from the classroom
- Significant disruption to learning

Class teachers will communicate any similar incidents with parents on the day of the event and record this on CPOMs. In the event that this escalated behaviour occurs- a plan will be made to address this and ensure this behaviour is not repeated. This will be managed via a graduated response.

Where a child's behaviour continues to cause concern, alternative steps may be implemented.

- If the behaviour lead or unit lead are concerned by the number of Reflections from a single class, they will meet with the class teacher and record the outcome of the meeting on CPOMs. This may lead to support being put in place from the Inclusion Team, including observational support by the Pastoral Officer, Behaviour Lead or SENCO.
- Extreme behaviours or multiple Reflections in a week or during a half term may lead to the child moving on to an alternative support response plan (i.e. a graduated response and Crisis Response Plan), this will be agreed following discussion with the Behaviour Lead and/or SENCO and will be shared with the parents by the class teacher and may be supported by the Unit Lead.
- Extreme or consistent misbehaviour will lead to a referral to the Inclusion Team using the referral document (see appendix 6), where alternative provision or strategies may be implemented.

- Consistently aggressive and/or physically violent and/or dangerous behaviour (putting other children, staff or themselves in danger) may lead to a suspension or permanent exclusion.

In the event of persistent or serious breaches of the behaviour policy – consequences may include internal exclusion, suspension or permanent exclusion. These are used inline with the DfE guidance which states, *'This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.'*

These consequences can only be determined by the Headteacher or Deputy Headteacher in their absence. This level of consequence highlights the significant breach of the behaviour. More information about suspension and exclusion can be found in the Suspension and Exclusion Policy.

When considering suspending or excluding a pupil, the Headteacher will consider what additional support may be available, particularly for vulnerable pupil groups, in order to reduce their risk of suspension and/or exclusion.

As per the DfE guidance, a decision to exclude a pupil permanently will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

6.3 EYFS

At Red Lane we believe pupils benefit most when adults adopt a consistent and positive approach to the management of their behaviour. By establishing routines and clear boundaries according to the child's level of understanding they will become aware of what is expected of them. The procedures in EYFS are closely aligned with the rest of the school thus supporting transition through EYFS and into KS1.

The strategy for dealing with unwanted negative behaviour is consistent throughout the EYFS. We support the child's understanding by using hand gestures and visual reminders:

STOP	(Open palm held up)
I DON'T LIKE THAT	(Thumbs down)
I AM SAD	(Sad face)

- **Consequence 1** – Polite Reminder: a verbal warning to remind the children of the classroom rules.
- **Consequence 2** – First Warning: a second verbal warning to remind the children of the school's expectations.
- **Consequence 3** – Thinking Chair: a child sits for between 2 and 5 minutes with a sand timer. Their name is put on the red (sad) face. A calming activity is provided and staff talk to the pupil about expectations and ways to improve their behaviour. Child goes back to the green face once the process is complete.

Biting

We recognise that some children may go through a phase of biting. This is a normal developmental stage for children who are teething and still developing language skills. It is common for many toddlers, especially when playing alongside others, but is a concern for the children, parents and staff.

Biting is usually triggered by frustration at being unable to communicate a need, conflict over a toy or coping with a challenge or stress. It can happen quickly and without warning and can provoke strong emotional responses from the victim, the child who has bitten, parents and adults dealing with the situation. The same behaviour management protocol is followed with priority to treating the child or member of staff who has been bitten. Parents of all children involved are informed at the end of the session with a clear explanation of what action preceded the incident and how it was dealt with. Confidentiality of all children concerned will be maintained.

6.4 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school. Any sanctions for off-site behaviour will be discussed with the Headteacher and communicated with parents.

6.5 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will sanction the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

7. Roles and responsibilities

7.1 The Local Governing Committee

The local governing committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account *for its implementation*.

7.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

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

7.3 Behaviour Lead

The behaviour lead is responsible for reviewing this behaviour policy.

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

The behaviour lead will also update behaviour levels at set times throughout the year to ensure pupils with behavioural needs are identified, staff across school are aware and support is put in place.

7.4 Unit Leads

The unit leads are responsible to embedding behavioural expectations across their respective unit.

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

The unit leads will support staff in their unit to manage and respond to behaviour in an appropriate manner, identifying areas of need and sharing this with the behaviour lead and head of school.

7.5 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour as set out in the Red Lane Way
- Providing a personalised approach to the specific behavioural needs of particular pupils with the support of the Inclusion Team through the referral process
- Recording behaviour incidents

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

7.6 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the implementation of the 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
- Engage with staff in reviewing behaviour in school and engaging with support opportunities where appropriate.

7.7 Pupils

Pupils are responsible for following the expectations as set out in the Red Lane Way.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom, reflecting the Red Lane Way this will be established through teaching of the Red Lane Way at the beginning of the academic year and further termly reviews.

They will:

- Support pupils with a view of unconditional positive regard
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Four School Rules and Core Values
- Develop a positive relationship with pupils implementing the approaches explicitly detailed in the Red Lane Way including:
 - Greeting pupils in the morning and afternoon
 - Establishing clear routines and displaying a visual timetable
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having and implementing a plan for dealing with low-level disruption
 - Using positive reinforcement

- Maintaining a consistent approach to using the school's behaviour system

8.2 Physical intervention

The use of physical intervention should be avoided wherever possible. Planning appropriate strategies, controlling the environment, setting appropriate expectations, etc., should be the way we positively and pro-actively manage behaviour. Children who are deemed at risk of violent outbursts or of putting themselves in unsafe situations, will have a Positive Handling Plan and Risk Assessment completed.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from causing:

- Serious breakdown of discipline
- Injury to themselves or others
- Serious damage to property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time
- 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 on the day of the incident

Staff will only be authorised to use physical intervention if they have completed the Safety Intervention training (renewed annually).

8.3 Confiscation

Any prohibited items found in pupils' possession are confiscated. These items are not returned to pupils.

We also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

8.5 Behaviour Levels

Behaviour levels are used to monitor behaviour across school and to identify pupils/classes with behavioural needs. These are updated termly by the Behaviour Lead in collaboration with the Pastoral Leads.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour difficulties are also shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint (Safety Intervention – renewed annually), as part of their induction process.

Specialist staff are provided with training to meet the needs of their role within school.

Behaviour management will also form part of continuing professional development opportunities throughout the school year.

11. Monitoring arrangements

This behaviour policy will be reviewed by the behaviour lead, Head of School and governors every year. At each review, the policy will be approved by the Head of School and the Board of Trustees.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Safeguarding Policy
- Anti-bullying Policy
- Inclusion Pathway Document
- Red Lane Way
- Equality Scheme
- SEN Policy