

Rainow Primary School

Caring, Learning, Achieving.

Behaviour and Discipline Policy

Member of staff responsible:

Date policy approved:

Date to be reviewed:

Headteacher

Autumn 2025

Autumn 2026

Rationale

All schools have a statutory duty to publish a Behaviour Policy. The [DfE guidance Behaviour in Schools, Advice for Headteachers and School Staff](#), February 2024, states:

“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they’re in is vital for all pupils to succeed personally.”

This policy has been written with due regard to the school's *Child Protection and Safeguarding Policy* and the statutory guidance document [‘Keeping Children Safe in Education’](#) (September 2025).

It also refers to the guidance, [‘Creating a Culture: How School Leaders Can Optimise Behaviour’](#) (March 2017), which states:

“Behaviour in school is inseparable from academic achievement, safety, welfare and well-being, and all other aspects of learning. It is the key to all other aims, and therefore crucial.”

At Rainow school, we make a distinction between the child and their behaviour: ‘We like you, but we do not like or accept that behaviour’

Our staff also understand that children, who sometimes exhibit negative behaviours, may do so due to circumstances beyond their control and we will always endeavour to investigate the root cause of bad or inappropriate behaviour before deciding on a suitable intervention and / or consequence.

School Vision and Values

*“Growing a community of life-long learners, who will **care** for each other, who all work hard to **learn** new things every day and who will **achieve** more than we thought possible.”*

Our six school learning values encourage children to be:

- *Curious and inquisitive*
- *Ready and Willing*
- *Co-operative Team Players*
- *Resourceful and Independent*
- *Reflective*
- *Determined and Resilient*

The first line of our vision discusses children caring for one another. Our learning values, when analysed, incorporate elements that contribute to positive and desirable behaviour in school. Primarily, we believe that most children behave well when they feel safe and happy, when teaching is effective, and when learning is presented in a relevant, interesting, and engaging context. Furthermore, we believe that children should be taught how to behave appropriately and learn the skills necessary for this. For more information, please read about our Learning Values [here](#).

Aims and Principles

“Good behaviour is not simply the absence of ‘bad behaviour’...Good behaviour includes aiming towards students flourishing as scholars and human beings.”

(Creating a Culture: How School Leaders Can Optimise Behaviour, T Bennett, March 17)

These aims and principles are directed towards all pupils, staff, parents, governors and visitors attending Rainow Primary School.

- To develop positive relational behaviour and attitudes.
- To promote and maintain good behaviour – developing honest, informed, skilled and honourable citizens of the future.
- To create an atmosphere of mutual respect and acceptance where children are happy, safe and learning.
- To clearly explain what is meant by good behaviour and what is unacceptable behaviour.
- To develop a partnership between home, school and the community, and so promote children’s social development.
- To work towards self-discipline, self-regulation and an awareness of the consequences of one’s own behaviour.
- To be consistent and fair when applying rewards and sanctions.

This Policy is based on 5 Key Principles

1. All children have the right to live, learn and play free from disruption and aggression.
2. All teachers have the right to live, teach free from disruption and aggression.
3. Pupils who choose to follow the rules will be rewarded.
4. Pupils who choose to break the rules should expect to face consequences.
5. Pupils are usually responsible for their own behaviour.

We are aware that we share the responsibility with parents for the children in our care and the way they behave. We will work closely with parents and enlist their support. It must be remembered, however, that what may be acceptable behaviour in some households may not be acceptable behaviour in school and from time to time this may need to be pointed out to parents and children.

High standards of courtesy, consideration, behaviour and good manners are expected of all children and adults in school. It may be necessary to take firm action, but it is our intention to stress the positive aspects of our policy. A smile, a kind word and praise often prove to be the most effective means of establishing and maintaining good appropriate behaviour. Our staff will always aim to develop and maintain positive relationships with the children.

Pupils must always know exactly what is expected of them and how they can achieve success in their learning. They should also be aware of the school rules.

SCHOOL ORGANISATION - To Promote Positive Behaviour

Good behaviour in school does not happen by accident. The key to good behaviour and successful teaching and learning is careful planning and effective organisation.

Tasks, Activities and Learning should:

- Be interesting, relevant, varied, challenging and appropriate to children's needs.
- Reflect high expectations.
- Demonstrate an understanding and commitment to the school's vision and values.

Environment - Every attempt should be made to make sure the school environment is:

- Pleasing aesthetically, lively and interesting.
- Purposeful– with easy access to equipment, which is labelled, clean, tidy, and in working order.
- Maintained by staff and pupils – it is the staff's responsibility to develop children's skills of independence and their ability to take care of their own and school property.

Indoor Routines are established throughout the school for:

- Getting things out and putting things away.
- Moving from one area to another.
- Giving out and storing work.

These routines need to be clearly defined, consistently applied by all staff and reviewed regularly.

Outdoor Routines / Break Times

- Should begin and end promptly.
- Outdoor break sessions end when the bell rings, children are expected to stand still and then walk either to their designated lines or into the school building.
- Children are expected to enter the building calmly and quietly to establish a ready-to-learn atmosphere.

RAINOW SCHOOL RULES AND OUR COURTESY CODE

Our rules are reasonable, easily understood and memorable and whole school positive behaviour is based around these rules. They were agreed upon with input from the staff and children. They apply to everyone, in all areas around the school and they are displayed in the school for all children.

In addition to our simple school rules, we also remind the children about our Courtesy Code:



Emotion Coaching

Our teaching staff have been trained in Emotion Coaching, which is a communication technique that teaches children how to self-regulate and manage their stress response. This strategy works on four basic principles:

1. *Recognise the child's feelings and empathise with them.*
2. *Validate the feelings and label them.*
3. *Set limits on behaviour (if needed)*
4. *Problem solve with the child.*

Adopting this consistent approach throughout school should help the children to develop an understanding of their emotions, why they occur and how to handle them.

Rewards and Awards

"...sincere recognition of the student's achievement is the most valuable reward available. Intrinsic rewards to good behaviour (better learning, the value of the subject in itself) should be prioritised in order to avoid 'reward fatigue' where students become desensitised to benefits." (Creating a Culture: How School Leaders Can Optimise Behaviour, March 17)

We agree that intrinsic rewards for good behaviour should be our ideal aim for our pupils and, hopefully, lead to more long-term gains. However, we also recognise that certain extrinsic rewards and awards can motivate children in the short term, and when linked to desirable behaviours—whether academic or otherwise—can be an effective strategy.

The staff at Rainow Primary School are also aware of the impact of praise. We recognise that praise gives a boost to self-esteem and it can encourage positive behaviour.

School rewards and recognition will be awarded for sensible, appropriate, and thoughtful behaviour, as well as effort, achievement, and progress linked to school rules and our learning values.

Rewards may consist of, but not limited to:

- Verbal praise.
- Individual rewards: linked to Rainow Learning Values, Learning Award presented at weekly assemblies, stamps, stickers, stars, certificates etc.
- Using other children as examples of good behaviour.
- Displaying examples of good learning.
- Being sent to other teachers / Headteacher / adults to share achievements.
- Notes to parents in reading records, through a phone call, email or via their online learning platforms.

Sanctions - what happens when things go wrong?

Whilst we are generally proud of the high standards of behaviour of our pupils, we appreciate that from time-to-time things can go wrong. Consequences are sometimes required to teach the limit of school rules.

Sanctions are clearly communicated to children: what they are, how they are incurred and avoided. Most importantly, sanctions must be fair and used consistently across the whole school community.

Staff will always keep calm, listen, be positive and be consistent. Staff will avoid over reacting, sarcasm, humiliating pupils and blanket punishments.

All actions are in ascending order. It is not necessary to work through the list:

- Mild verbal warning – child is to understand why behaviour is inappropriate.
- Firm verbal warning with the expectation that the behaviour will not be repeated.
- Repeating careless/poor work.
- Child learns/sits alone for specified time.
- Child excluded from class or group.
- Being asked to carry out a punishment e.g. writing a letter of apology.
- Child misses break/playtime.
- Child is sent to Deputy Headteacher or Headteacher.

Further inappropriate behaviour may lead to:

- Parents invited into school by class teacher to discuss their child's behaviour.
- Child placed on class report, behaviour monitored.
- Parents invited into school by Headteacher to discuss their child's behaviour.
- Daily school report put in place with parent.
- Outside agency support/advice requested.
- Fixed term exclusion – Chair of Governors and Local Authority informed.
- Permanent exclusion if appropriate - Chair of Governors and Local Authority informed. (see Exclusions Policy and Procedure)

Malicious Accusations against Members of School Staff by a Pupil

There will be a full and proper investigation of any allegation made against a member of school staff by a pupil.

If the accusations are found to be malicious then the pupil will have to face a suitable consequence, to be decided by the Headteacher, or in the case of the allegation made against the Headteacher, a member of the SLT.

Inclusivity and Equality

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs or a disability (SEND). We understand that some pupils will need additional support to meet behaviour expectations.

Related Policies:

This policy should be read in conjunction with the following school policies:

- Anti-Bullying Policy
- Child Protection and Safeguarding
- Exclusions Policy and Procedure
- e-Safety Policy
- SEND Policy
- Social Media Policy
- Staff Code of Conduct