



Rackenfords Primary School

Positive Behaviour for Learning Policy

Status	Statutory
Job title	Acting Headteacher
Nominated prime author:	Emily Budden
Policy to be implemented by:	All Staff
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Review period	1 year
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Signature of Chair of Governors:	

Statement of Intent

There is an expectation at Rackenford Primary School of pupils engaging positively in their day-to-day experience at school and recognising that positive behaviour impacts on their ability to flourish, engage in school and let their light shine. At RPS our expectation is that we manage behaviour as effectively as possible to create a calm, safe and supportive environment where children can learn and thrive. [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Our behaviour policy echoes our six core values with a heavy emphasis on respect and building positive relationships with our students. We teach children that it is important to respect ourselves, others and our environment.

Aims

To improve the behaviour for learning of pupils at school we will:

- Apply whole school behaviour for learning policy consistently.
- Establish and maintain a high profile for behaviour for learning.
- Relate behaviour issues directly to the school's vision and values.
- To build a community which values respect, friendship and trust.

To make behaviour for learning a priority for all those associated with the school including pupils, parents, teachers and governors we will:

- Publish the updated behaviour policy on the website at the beginning of each academic year.
- Use the school website to promote our behaviour for learning procedures.
- Keep Governors up to date through regular feedback.

To develop a framework which defines expected behaviour for learning and promotes consistency in applying rewards and consequences we will:

- Develop and share clear 'Behaviour for Learning' expectations with staff, pupils, parents and governors.
- Teach our expectations for learning behaviour.
- Have clear and agreed consequences and rewards with the use of the 'Behaviour for Learning' system by all staff.
- Develop and share the mantra of 'Are you in the right place? At the right time? Doing the right thing?' to enable children to self-assess their Behaviour for Learning.

A Behaviour for Learning chart (B4L) is displayed in each classroom, with children starting every session On Track. The expectations apply to all parts of the school day, including break times and lunch times. This scaling approach is used to track behaviour and to identify rewards and consequences.

Greater Depth	I consistently show respect for myself by being ready to learn, persevering when I face challenges and producing work that I am proud of. I independently seek out resources to help with my work I consistently show respect for others by working and playing cooperatively and respecting other people's needs and feelings. I can resolve conflicts and support others to do the same. I consistently show respect for my environment by taking care of equipment and our school spaces.	4
On Track	I show respect for myself by being ready to learn and contributing to lessons. I understand that challenges help me learn. I can use resources to help me. I show respect for others by listening and responding appropriately. I work and play cooperatively and can resolve conflicts with support. I show respect for my environment by taking care of equipment and using it appropriately. I contribute to making our school spaces tidy and welcoming.	3
Off Track	I sometimes show respect for myself by contributing to lessons however I struggle to work by myself and stay focused on a task. This means I do not do enough learning throughout the lesson. I sometimes show respect for others, but my behaviour can stop other people from learning. I sometimes find it difficult to work and play cooperatively and struggle to resolve conflicts and put things right. I sometimes show respect for my environment by using equipment and resources, but I do not always use them appropriately or take care of them.	2
Unacceptable	I do not show respect for myself because I am not ready to learn. I do not focus during lessons and am therefore not able to contribute. I do not show respect for others because I do not listen or follow instructions. I do not consider other people's needs or feelings. My behaviour affects other children trying to learn. I do not show respect to my environment because I misuse resources and equipment. I do not value our school spaces and can cause them to become unsafe.	1

Children will be reminded of the behaviour for learning expectations before moving to Off Track or below. If children are moved onto Off Track they will receive a verbal warning as a reminder about the expected behaviour. A second warning will involve being moved within the classroom to enable

them to make a change in their behaviour. If there is no change a child will then move to Unacceptable and receive a sanction where they will be moved to another classroom to complete their work and will miss the next breaktime. We know that playtimes are an important opportunity for children to regulate their feelings and behaviour, therefore they will have time for comfort break, run around and exercise, fresh air, snack, drink, etc. this will just be at a slightly different time or in a different place to their peers.

All sanctions at this level will be recorded on CPOMS and shared with parents.

Any physical abuse of staff or children, serious verbal abuse or complete refusal to follow reasonable adult instructions will result in an immediate move onto red and/or a referral to the SLT who will assess the level of severity of the situation and the sanction required, which could include a suspension in line with appropriate guidance. [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/622222/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-england-including-pupil-movement.pdf)

Like all schools bullying will not be tolerated. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. All bullying will be recorded on CPOMS. [Policies and Other Documents](#)

Children that are showing Greater Depth behaviour will receive rewards such as Dojo points, Lunchtime Star and Shining Star awards.

To provide support, advice and guidance to pupils and parents we will:

- As a whole staff act as positive role models for behaviour for learning.
- Highlight positive behaviour in: Assemblies and newsletters.
- Model and practise what positive behaviours look like.
- Offer 1-1 support and/or behaviour contracts for those children who regularly move into Unacceptable and who are deemed to be putting their learning and the learning of others seriously 'at risk'.
- Involve parents from the earliest stage in the above process.
- Seek to understand personal behaviour and emotional issues when communicating with parents.
- Provide regular opportunities between teachers and children to think about how to care, respond and behave in a variety of situations through:
 - The learning behaviours and expectations being discussed regularly in assembly.
 - Lessons- in PSHE through the use of the Jigsaw programme, circle times, and 'Learning behaviours and expectations' discussions
 - Staff being available to talk to pupils

To provide consistent information for individual parents about behaviour that needs improvement we will:

- Identify patterns of negative behaviour that are affecting learning.
- Encourage parents into school to discuss the support we can offer.
- Inform parents on a daily/weekly/termly basis of progress depending on mutually agreed need through school report or a similar form of communication.
- Refer to the SEMH service for strategy advice and support.

