

A word cloud of 100 words related to the 5R model of Resilient, Responsible, Respectful, Resourceful, and Ready. The words are arranged in a circular pattern, with the largest words in the center and smaller words towards the edges. The colors are primarily blue, green, and yellow.

Words included in the word cloud:

- listening
- sharing
- information
- concentrate
- try
- interesting
- careful
- prompts
- understand
- responsible
- together
- others
- willing
- interaction
- resourceful
- groups
- mature
- challenges
- determined
- creative
- honesty
- helpful
- plan
- tests
- solve
- creativity
- encouragement
- enjoyment
- enthusiasm
- organised
- discuss
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2026-27

Named responsibility	Gemma Lingham, Headteacher
Policy period	Academic year 2026–27
Date for governing body approval	22 nd September 2026 – Full Governors
Next review	September 2027, or earlier if guidance changes
Read alongside	Child Protection and Safeguarding Policy; Child-on-Child Abuse Policy; SEND Policy; Attendance Policy; Online Safety/AUP; Restrictive Interventions/Reasonable Force procedures; Suspension and Permanent Exclusion guidance

1. Purpose and ethos

Good behaviour is central to good education. High Ercall Primary School aims to provide a calm, safe, supportive and inclusive environment in which children can learn, thrive and feel that they belong. We believe positive behaviour is not simply expected: it is explicitly taught, modelled, practised, noticed and reinforced.

Our approach is deliberately simple and consistent. Two elements make up the shared language of behaviour across school:

- Our 5Rs: Resourceful, Reflective, Resilient, Responsible and Respectful.
- Our three behaviour expectations: Be Kind, Be Safe and Be Ready.

These expectations apply in classrooms, corridors, the playground, assemblies, the dining hall, clubs, visits and other school activities. They are supported by a behaviour curriculum so that children are taught what successful behaviour looks and sounds like in different contexts.

2. Evidence-informed principles

The policy is informed by the Education Endowment Foundation (EEF) Improving Behaviour in Schools recommendations and by the behaviour principles associated with Paul Dix. These sources reinforce our central priority: consistency.

- Know and understand pupils and the influences on their behaviour; every pupil should have a supportive relationship with an adult.
- Teach learning behaviours alongside responding to misbehaviour.
- Use effective classroom management, specific behaviour-related praise and strong routines.
- Use targeted and adapted approaches where universal systems do not meet an individual pupil's needs.
- Apply the whole-school policy clearly and consistently.

In practice, High Ercall staff will be calm, predictable and respectful; use simple language; follow through; praise publicly where appropriate and correct privately where possible; give children take-up time; use proportionate and predictable consequences; and use restorative follow-up to repair relationships and help children make better choices next time.

3. Our 5Rs and behaviour expectations

The **5Rs – resilience, responsibility, respect, reflection and resourcefulness** - describe the qualities we want children to develop as learners and members of our community. Be Kind, Be Safe and Be Ready translate those values into clear, memorable everyday behaviours. The table below makes the 5Rs explicit so that children and adults share the same language for recognising, teaching and reflecting on positive behaviour.

Expectation	What this means
Resilient	Keep trying; Challenge ourselves; Can concentrate
Responsible	Do our best; Listen to and follow instructions; Make good choices
Respectful	Use good manners; Look after things; Can share
Reflective	Talk about what we are proud of; Find ways of improving; Think about how we behave
Resourceful	Are prepared; Solve problems; Look after our world

Expectation	What this means
Be Kind	Use kind words; include everyone; show respect; help others.
Be Safe	Make safe choices; walk calmly; look after yourself and others.
Be Ready	Listen; learn; be prepared; try your best.

4. Behaviour curriculum: teaching children how to behave positively

Behaviour is taught as a curriculum. Staff explicitly teach, model, practise and revisit routines and expectations throughout the year, with additional teaching after holidays, when routines slip, when children join the school and when individuals or groups need further support. Adults do not assume that a child automatically knows the expected behaviour.

In addition to daily modelling and reinforcement, behaviour expectations are taught and explored through PSHE lessons, discussions arising from class texts, the whole-school use of emotion cups to help children recognise and communicate feelings, and assemblies, including work linked to British Values. Staff use these opportunities to connect the 5Rs and Be Kind, Be Safe and Be Ready to real situations, choices and relationships.

Area	Be Kind	Be Safe	Be Ready
Classroom	Listen and encourage	Use equipment safely	Focus and learn
Corridors	Respect others	Walk calmly	Move promptly
Playground	Include everyone	Play safely	Follow instructions
Assembly	Respect speakers	Sit safely	Listen attentively
Dining Hall	Use manners	Move carefully	Be prepared

Teaching may include adult modelling, discussion of examples and non-examples, rehearsal, visual prompts, reminders, specific praise and reflection. Where a child has SEND, communication needs, trauma-related needs or other barriers, expectations remain ambitious but teaching, prompts and reasonable adjustments will be adapted.

5. The role of adults: consistency first

All adults are responsible for maintaining the school's culture. Children should experience the same core expectations from teachers, teaching assistants, lunchtime staff, office staff, leaders, volunteers and other adults.

- Model the 5Rs and Be Kind, Be Safe, Be Ready.
- Use calm voices and emotionally regulated responses.
- Notice and name positive behaviour frequently and specifically.
- Use private correction where possible and give reasonable take-up time.
- Separate the child from the behaviour: challenge the choice while preserving dignity and belonging.
- Follow the agreed consequence sequence rather than creating individual classroom sanction systems.
- Record and share significant or repeated concerns through the school's agreed recording system, including CPOMS where appropriate.
- Seek support from leaders when behaviour is serious, persistent, unsafe or linked to safeguarding.

6. Praise and rewards: our first and foremost response

High Ercall places praise, recognition and encouragement at the heart of behaviour. Adults deliberately 'spot the good' and use specific praise to help children understand what they have done successfully. Reward systems support, rather than replace, positive relationships, good teaching and consistent routines.

- Frequent, genuine verbal praise from all staff.
- Weekly 5R Star recognition.
- Termly certificates recognising the 5Rs and positive contribution.
- ClassDojo rewards, used in a variety of age-appropriate ways to motivate and recognise positive choices, effort and learning behaviours.
- Photocopying or sending examples of work home so achievements can be shared with families.
- Displaying high-quality work around school.
- Stickers and other small acknowledgements.
- Showing work to other staff and leaders around the school.
- Positive communication with parents and carers.

Rewards will be used fairly and thoughtfully. Staff will avoid creating an environment in which children behave only for a prize; as pupils mature, we increasingly develop intrinsic motivation, reflection, responsibility and pride.

7. Responding when behaviour falls below expectations

Disruptive or unacceptable behaviour will always be addressed appropriately, with reflection on the circumstances and the individual needs of the child.

As a school we will not accept:

- Disruption of learning
- Refusal of requests by adults
- Dishonesty, including stealing
- Bullying of any kind including name-calling, hurting others, all types of bullying, threats and intimidation, including cyber bullying.
- Prejudice based or discriminatory bullying including name calling and any type of harassment
- Verbal or physical aggression including child abuse in all its forms. **All staff must be clear of the school's policy with regards to child-on-child abuse.**
- Anything illegal being brought into school, including weapons, drugs or stole items
- Sexual violence, harassment or abuse of any kind
- Abusive or foul language to anyone
- Damage to property, including graffiti

Consequences are intended to teach, protect learning and safety, and restore positive behaviour. They will be calm, fair, proportionate and predictable. The sequence below is a guide rather than a rigid ladder: a serious or unsafe incident may require immediate leadership involvement and a more significant response.

Step	Typical response
1. Reminder / warning	A clear, calm reminder of Be Kind, Be Safe or Be Ready, the relevant 5R, and the behaviour needed.
2. Informal chat	A brief private conversation where possible, with take-up time and an opportunity to reset.
3. Move seat / change position	A temporary or permanent move within the classroom or learning space to reduce disruption and support successful re-engagement.
4. Miss all or part of break and/or lunch	A proportionate loss of social time, supervised appropriately, which may include reflection, completion of work or a restorative conversation.
5. Key Stage Leader	Referral to Mrs Wallace (KS1) or Mrs D'Angelillo (KS2) for support, reflection and/or an agreed consequence.
6. Headteacher	Referral to Mrs Lingham where behaviour is serious, persistent, unsafe or has not improved following earlier support.

Staff will return to usual interactions, including praise, as soon as a child has reset. A consequence should not become a running label. Where appropriate, restorative follow-up will help the child reflect on what happened, who was affected, what needs to be repaired and what a better choice would look like next time.

8. Communication and partnership with parents

Parents and carers are important partners in behaviour. We aim to communicate early, respectfully and proportionately, and to share positive news as well as concerns.

- For more serious incidents, parents will normally be informed by email, telephone call or a brief conversation at the end of the day, depending on the circumstances.
- Meetings with parents/carers will be arranged where behaviour is repeated, serious, escalating or where a joint support plan is needed.
- Where safeguarding considerations affect what can be shared, the school will follow safeguarding and information-sharing procedures.
- The school will work with families and relevant external services where additional assessment or support is needed.

9. Serious incidents, physical aggression and assault

Physical aggression, threats of violence and assault are taken seriously. This includes hitting, kicking, biting, pushing, strangling/choking behaviours, hair pulling, throwing objects at another person, using or threatening to use a weapon, or any other deliberate act that causes or risks physical harm.

- The immediate priority is safety, first aid and separating pupils where necessary.
- A senior leader will be informed promptly and the incident will be recorded.
- Parents/carers of the children directly involved will normally be informed on the same day.
- The school will consider safeguarding needs for both the child harmed and the child who caused or is alleged to have caused harm.
- Consequences will reflect seriousness, intent, impact, age, context, previous incidents and individual needs; serious incidents may bypass the usual steps.
- Where appropriate, the DSL, police, children's social care or other agencies will be involved.
- Repeated or serious violence may lead to suspension or, in the most serious circumstances and in line with statutory guidance, permanent exclusion.

Physical aggression is never dismissed as 'just falling out'. Equally, the school will distinguish between accidental contact, developmentally typical conflict and deliberate or harmful behaviour so that the response is fair and proportionate.

10. Bullying, discriminatory behaviour and child-on-child abuse

Bullying is not tolerated. For the purposes of this policy, bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally and often involves an imbalance of power. A single serious incident may not meet the definition of bullying but will still be addressed robustly.

- Bullying may be physical, verbal, relational/social or online/cyber.

- Prejudice-based and discriminatory bullying or harassment, including racism, sexism, homophobia, biphobia, transphobia, disability-related and faith-related abuse, will be challenged and recorded.
- Staff will not dismiss harmful behaviour as 'banter', 'having a laugh', 'part of growing up' or similar.
- Even where there are no reports, staff remain alert to the possibility that bullying or child-on-child abuse may be happening.
- Reports are listened to, recorded, investigated proportionately and acted upon. Support is provided to the child harmed and appropriate intervention/support is provided to the child whose behaviour caused harm.
- Online behaviour occurring outside school may be addressed where it affects pupils, safety, relationships or the orderly running of school.

Where behaviour may constitute child-on-child abuse, including sexual violence, sexual harassment, harmful sexual behaviour, serious physical assault or online abuse, staff must follow the Child-on-Child Abuse and Child Protection and Safeguarding policies and refer to the DSL.

11. Supporting pupils with additional needs

A universal behaviour system will not meet every pupil's needs. High expectations apply to all, but equality does not mean identical responses. The school will understand the pupil, consider underlying influences and make reasonable adjustments where required.

- Consider SEND, disability, communication and interaction needs, sensory needs, mental health, trauma, adverse experiences, attendance and wider contextual factors.
- Use individual provision maps, behaviour support plans, risk assessments, regulation strategies or pastoral support where appropriate.
- Teach replacement behaviours and self-regulation skills rather than relying only on sanctions.
- Ensure a trusted adult relationship and planned check-ins where helpful.
- Work with the SENCO, DSL, parents/carers and external professionals as appropriate.

Reasonable adjustments do not mean unsafe or harmful behaviour is ignored. The school balances the needs and rights of the individual pupil with the safety, dignity and learning of the wider school community.

12. Removal from class, suspension and permanent exclusion

For the purposes of this section, removal from class means a non-restrictive, supervised move from the usual classroom or learning space; it does not mean physical restraint or restrictive intervention.

Removal from a classroom may be used when necessary to restore a calm and safe learning environment, allow a pupil to regulate or complete work, or enable an appropriate response to serious or persistent disruption. It will be proportionate, for no longer than necessary, and followed by planned reintegration into learning. Restrictive intervention and reasonable force are addressed separately in Section 13.

Suspension and permanent exclusion are separate formal processes. They will only be used by the Headteacher in accordance with the current Department for Education statutory guidance. Permanent exclusion is a last resort, but may be necessary for a serious breach or persistent breaches of the behaviour policy where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others.

13. Restrictive intervention and reasonable force

The school follows the Department for Education guidance 'Restrictive interventions, including the use of reasonable force, in schools', effective from 1 April 2026. Restrictive intervention is not a routine behaviour consequence. It is used only when lawful, necessary and proportionate, with the least restrictive response appropriate to the circumstances. Incidents are recorded, reviewed and communicated in line with school procedures and safeguarding requirements.

14. Behaviour beyond the school gate and online

The school may respond to behaviour outside school where it is reasonable to do so, including behaviour while travelling to or from school, wearing school uniform, taking part in a school-organised activity, or behaviour that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the school's reputation. This includes online behaviour.

15. Safeguarding and recording

Behaviour can be a safeguarding indicator. Staff must remain professionally curious about sudden or significant changes in behaviour and consider whether a child is experiencing harm, exploitation, bullying, abuse, neglect or unmet need. Safeguarding concerns must be reported to the DSL in accordance with the Child Protection and Safeguarding Policy.

- Significant, repeated, discriminatory, bullying, physical aggression and child-on-child abuse incidents will be recorded on the school's agreed system, including CPOMS.
- Records should be factual, timely and include action taken, parent communication and follow-up.
- Patterns and hotspots will be reviewed by leaders so that preventative action can be taken.

16. Roles and responsibilities

Headteacher - Mrs Gemma Lingham

- Determine and implement measures that encourage good behaviour, respect, self-discipline and a calm, safe school.
- Ensure the policy, behaviour curriculum and consequence system are understood and consistently applied.
- Support staff, arrange training and quality-assure practice.

- Ensure serious incidents, bullying, discriminatory behaviour and safeguarding concerns are addressed appropriately.
- Report to governors on behaviour patterns, serious incidents, suspensions/exclusions and policy effectiveness without identifying pupils unnecessarily.

Key Stage Leaders

- Mrs Wallace leads behaviour support and escalation in KS1.
- Mrs D'Angelillo leads behaviour support and escalation in KS2.
- They support staff with consistent responses, restorative follow-up, parent communication and individual plans.

All staff

- Teach, model and reinforce the behaviour curriculum.
- Use the agreed language, praise and consequence steps consistently.
- Maintain calm, respectful adult behaviour and positive relationships.
- Record and escalate concerns appropriately.

Governing Body

- Set and review the written statement of behaviour principles.
- Hold leaders to account for a clear, lawful and consistently implemented behaviour policy.
- Monitor anonymised information on behaviour, bullying, physical aggression, suspensions/exclusions, equality and safeguarding themes.
- Seek assurance that pupils with SEND/disabilities receive appropriate support and reasonable adjustments.

17. Monitoring and review

Leaders will monitor implementation through learning walks, staff and pupil voice, parent feedback, behaviour records, bullying and discriminatory incident records, CPOMS themes, suspension/exclusion data and review of individual support plans. The central monitoring question will be whether children experience the same clear expectations and calm follow-through across adults, classes and times of day.

Governors will receive termly anonymised assurance on behaviour and safety, including trends in serious incidents, bullying, physical aggression, suspensions/exclusions, repeat incidents, vulnerable groups and the effectiveness of actions taken.

18. Staff scripts and restorative questions

Staff may use simple, consistent language such as:

- “Our expectation is Be Ready. I need you to...”
- “This is your warning. I know you can make a better choice.”

- “I’m going to give you a moment to make that change.”
- “I’m disappointed in the choice, not in you. We’ll sort this out.”
- “Thank you for resetting. Let’s get back to learning.”

After an incident, age-appropriate restorative questions may include:

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected and how?
- What needs to happen to put things right?
- What will you do differently next time?

Restorative conversations are not used to force an apology, require a child who has been harmed to meet another child, or replace a safeguarding response or proportionate consequence.

19. Statement of behaviour principles

The Governing Body of High Ercall Primary School expects that:

- Every pupil and adult is treated with dignity, respect and fairness.
- The school is calm, safe and supportive, with high expectations understood by everyone.
- Positive relationships, explicit teaching, praise and recognition are the foundations of good behaviour.
- Rules, routines and consequences are clear, proportionate and consistently applied.
- Bullying, discrimination, intimidation, sexual harassment, child-on-child abuse and physical violence are not tolerated.
- Pupils are helped to reflect, repair harm and return successfully to learning.
- The needs of pupils with SEND, disabilities and other vulnerabilities are considered and reasonable adjustments made.
- Parents and carers are treated as partners and informed appropriately.
- Safeguarding and the welfare of children are paramount.

20. Key guidance and evidence

- Department for Education: Keeping Children Safe in Education 2026 (in force from 1 September 2026).
- Department for Education: Behaviour in Schools - advice for headteachers and school staff (current DfE guidance).
- Department for Education: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (updated July 2026).
- Department for Education: Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026).

- Education Endowment Foundation: Improving Behaviour in Schools - Summary of Recommendations.
- High Ercall Primary School Behaviour Curriculum 2026-27.
- High Ercall Primary School Child-on-Child Abuse Policy 2026-27 and Child Protection and Safeguarding Policy.
- Paul Dix behaviour principles used by the school as an evidence-informed professional framework: calm adult behaviour, consistent routines, relationships, public praise/private correction, predictable proportionate consequences and restorative follow-up.

Appendix 1 - High Ercall behaviour at a glance

Our values - the 5Rs

- Resourceful
- Reflective
- Resilient
- Responsible
- Respectful

Our expectations

- Be Kind
- Be Safe
- Be Ready

Adults first

- Calm
- Consistent
- Predictable
- Respectful
- Relational

Praise first

- Specific praise
- Weekly 5R Star certificate
- Termly certificates
- Dojo rewards
- Stickers
- Share/display work
- Positive contact home

When behaviour falls below expectations

Warning → informal chat → move seat → miss all/part of break/lunch → KS leader → Headteacher

- Serious or unsafe behaviour may move directly to senior leadership.