Behaviour Policy

Policy Date:	November 2025
Review Due:	November 2026
Signed:	

It is the aim of Ropley Church of England Primary School that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring village school whose values underpin and form the centre-point of our expectations and teaching for pupils. This behaviour policy is designed to support the way in which all members of the school can work together in a co-operative way. It aims to promote an environment in which everyone feels safe and secure.

Throughout children's time at Ropley Church of England Primary School they are explicitly taught the school values through Religious Education, Collective Worship, Personal Social and Health Education and daily support. Pupils are supported to learn how to understand and manage their emotions; develop and maintain good relationships; and learn about their learning behaviours.

At Ropley Church of England Primary School there is an expectation that all behaviour will be exceptional and children will learn how to self-regulate with both parent and school co-regulation support. Our children learn in an environment where mutual respect flourishes and whereby they follow good examples set.

Our Christian Values:

Love Courage Community

Love

"So now I am giving you a new commandment: Love each other. Just as I have loved you, you should love each other. Your love for one another will prove to the world that you are my disciples." *John 13:34-35*

- God is love and love is all inclusive
- Jesus is a symbol of God's love
- Love is selfless and without self-gain. We see love in our child-centred focus; in our teaching and care for each pupil
- At Ropley Church of England Primary School we see love in the relationships between one another as we work together
- We teach children to show self-love as they value themselves
- We teach children to show respect to all

Courage

"So keep up your courage, for I have faith in God that it will happen just as he told me". *Acts 27:25*

- Jesus had the courage to give his life for us, therefore we must have the courage to stand up for God's values.
- We help pupils to build confidence, independence and self-esteem through 'Courage'.
- At Ropley Church of England Primary School we encourage our pupils to 'be the best you can be' and in doing so to take courage in the face of adversity.
- Courage requires hope and that hope is based on the enduring nature of God's love and faithfulness.
- Courage describes how we should act as people in the world.

Community

"How good and pleasant it is for brothers and sisters to dwell together in unity." *Psalm 133:1*

- Our school works in unison with all our families, those of different faiths and none, and we teach pupils to value and be respectful of differences.

- Our goal as a community is to emulate Jesus' example; we aspire to be more like Jesus, so we can inspire others to seek the truth and love.
- Community spirit and encouragement go hand in hand. This is a simple, but profound lesson within the Bible.
- We share in the world that is made from God's love; thus, we also share the same heart and faith when we come together as a community.

Expectations:

Parents, staff and governors have high expectations of each other at Ropley CE Primary School.

We have:

• High expectations for pupils' personal, social and academic progress

• A happy, caring environment in which our pupils feel secure and are prepared for life outside school

• A positive ethos where each child's achievements are valued and celebrated

• An effective partnership between school, parents and the community

Specifically this will mean:

- Showing respect - being helpful, respecting the property of others, caring for their own belongings, being thoughtful and considerate, letting others enjoy school, treating adults in a friendly, polite and respectful way
- Behaving in a disciplined way - responding appropriately to instructions, showing self-control and self-discipline, behaving in a quiet and orderly way within the school, behaving in the playground in a safe, sensible and controlled manner, being co-operative and attentive in class
- Observing good manners - being polite and courteous, saying please and thank you
- Being motivated - understanding and reacting to expectations, working diligently, being responsible and enthusiastic and assured of self-worth
- Being honest in words and actions
- Making the most of their learning opportunities at school and allowing others to do the same

We expect parents to support school and their child by:

- Equipping their children appropriately for school
- Supporting the school's policy on behaviour
- Ensuring their children attend school regularly and punctually
- Making sure their children follow the school rules of Read, Respectful, Safe before school starts and at the end of the school day whilst in their care
- Informing the school when their children show differences in behaviour, or behave unusually at home
- Talking regularly to the teacher about their child
- Encouraging their children and show interest in their achievements and behaviour in school

We expect staff to:

- Implement an agreed approach to the rewarding of good behaviour
- Deal with problems arising from unsatisfactory relationships between children, in a sensitive and proportionate manner using 'Responding in the Moment, Follow-up for Progress and Coaching for Change"
- Apply age and developmental appropriate consequences in response to unacceptable behaviour, explaining their uses to the children. This might be through Follow-Up for Progress, Coaching for Change or a one-off consequence

- Maintain good discipline within the classroom
- Motivate the children to do well
- Provide interesting and appropriately challenging tasks in the classroom
- Inform parents (and DSLs) of any changes in their child's behaviour at an early stage
- Be available to discuss children's progress at the soonest mutually convenient time
- Target the behaviour and never the child

Responding in the Moment:

Step 1: Being calm. When things go wrong, focus on staying calm. "If you can't get calm, get help."

Step 2: Acknowledge the child's feelings & empathise. You don't have to agree. Connect to calm. "I wonder if you are feeling angry and frustrated because you didn't finish the game you were playing, sometimes I feel frustrated when I can't finish an activity"

Step 3: Offer support & ideas to help the child get back on track. High expectations, high support. Discuss what can be done differently to resolve the problem, such as a warning before having to tidy, or ways the child can express when they are frustrated/angry. Help your child to feel positive about the outcome.

Step 4: A consequence for behaviour if a one-off incident.

Follow-Up for Progress (if required):

Step 4: Introduce the issue in a calm, matter of fact way. Connect from the start.

Step 5: Listen and ask questions to understand.

Step 6: Share your own concerns. Keep it matter of fact.

Step 7: Help the child work out solutions which are: 'Good for me, good for you, good for everyone'

Step 8: Support the child to work out and plan the repair needed. Don't force apology.

Coaching for Change (if required):

Step 9: Work with the child to plan ways to fill needs in helpful ways. Plan pathways to independence.

Step 10: Help the child plan how to: build the skills to manage stressors.

Our Empowerment Curriculum:

We understand that building relationships, routines and rules ensure children are safe - physically and emotionally. Being well-behaved is a combination of skills, aptitudes, habits, inclinations, values and knowledge. These can (and should) be taught, and form part of our curriculum, both formal and informal. At Ropley Church of England Primary School we teach 'Executive Function Skills' to support with: attention control, impulse control, processing speed, working memory; cognitive flexibility and emotional regulation. They need to be taught and practised.

There are four main elements to preparing children to how adults can support young people to achieve the best they can:

I. Teach children about their brain so they can prepare to meet their needs positively: All classes will follow teaching plans which ensure children learn about their brains, their needs and are taught the skills needed to learn and play successfully on their own and with others.

II. Agree expectations with children so they feel a sense of control over what happens to them and an ownership of boundaries.

III. Help children to plan and prepare to be at their best: All adults will follow a routine in which expectations are agreed ahead of a task or event and children are given the opportunity to consider what they may need in order to work at their very best.

IV. Show unconditional support – work with children and put preserving good relationships first. All adults will work hard to establish secure, positive relationships with children. If the relationship is not positive, the adult will take responsibility to put this right.

Routines form the foundation of good behaviour. Routines are the building blocks of the classroom culture and are taught by modelling, practice, revision, correction and review. Routines are used to form good habits and norms. By providing our children with clear sequences of modelled behaviour it becomes easier for them to decide how to behave.

School Rules and Motto

We have three school rules which cover every aspect of our school day and all activities that are undertaken. These are:

- **Ready**
- **Respectful**
- **Safe**

These rules help us to achieve our motto which is: Be The Best You Can Be.

Rewards

Each class has their own system for rewarding learning and behaviour. This gives each class a sense of community and an opportunity to build social skills and team work. This will be linked to our three school rules and a class code of conduct. This will take the form of a marble or pasta jar for example.
Other reward systems are:

- Entry into the Bee Celebration book at the end of the week
- Work displayed on a special display board
- House points
- Positive postcards
- Certificates
- Verbal rewards: 'Well done for…", expressions from an adult linked to Christian values
- Extra responsibilities in the classroom
- Headteacher stickers

Consequences

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of sanctions to correct behaviour choices; ensuring a safe and positive learning environment. We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what sanctions will be used if they overstep the mark. We believe that appropriate sanctions should be applied fairly and calmly. The smallest possible sanction that is effective will always be used. Children need to know why there is a consequence and need to be given the opportunity to make amends. Sanctions should be applied in a way that maintains self-respect. Sanctions should be applied as soon as possible after the behaviour incident. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment.

If a child is not choosing positive behaviour we:

1. Remind them of the rules – 'Remember we walk safely.' 'Is that safe?'
2. Give a warning – 'You are still running. This is a warning.' 'If you continue, you will miss 5 minutes of break time.'
3. Give a consequence (usually 5 minutes from next break time.)

The consequence will be a five-minute time out sanction (or more pending on the severity). This will be carried out by the adult who gave the sanction and will be in the child's next period of free time. This time out may be held in a shared area. Following a sanction, a restorative conversation will take place to explain to the child why their behaviour was not acceptable.

If a child consistently gets three five-minute sanctions in a week a meeting will be held with their parents and their class teacher. Manageable targets will be set to support the child's behaviour and these will be reviewed in two weeks. Further targets may be set if necessary.

If behaviour is deliberately physically harmful, a sanction will be given immediately without following a three step approach. This is in order to prevent further physical and emotional harm to others.

Occasionally a child may need an Individual Behaviour Management Plan (IBMP) put in place.

When dealing with all forms of inappropriate behaviour, teachers should follow these three overriding rules:
• Stay calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

• Logical consequences – A logical consequence is a sanction that should "fit" the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, teaches alternative behaviours and allows the child to make amends.
• Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained. If the class/school rules/expectations are broken the following sanctions may be taken.

Responding to poor behaviour (based on DFE guidelines)
Teachers are required to discipline pupils when conduct falls below expected standards. To be lawful, the response (including detentions) must satisfy the following three conditions:
• The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher.
• The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff.
• It must not breach any other legislation (in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

Extremely poor behaviour must be reported to the Pastoral Leader, Assistant Headteacher, Inclusion Leader/SENCo or Headteacher immediately. A phone call will be made to the parents (or a meeting with parents may be arranged) to discuss the concerns.

For instances of serious unacceptable behaviour, a child may spend a period of time with the Learning Support Assistant where he/she will be able to continue with their learning. A punishment must be reasonable and proportionate to the circumstances. Account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them (section 91 of the Education and Inspections Act 2006). For continued unacceptable behaviour or in case of serious verbal or physical violence, a child may be excluded from school. This could take the form of a suspension, or on rare occasions, may take the form of a permanent exclusion (see below).

More serious incidents of unacceptable behaviour will result in a child being sent to a member of the Leadership Team or the Head Teacher. They will decide on an appropriate consequence.

Clear records of concerning behaviour are kept including serious incidents and behaviour occurring over a period of time and contact with parents. These records are held on CPOMs.

In very serious cases of unacceptable behaviour a fixed term exclusion can be implemented.

Special Needs
Staff are aware that some children with Special Educational Needs may need additional support in terms of behaviour management.

If a child is exhibiting extreme ongoing behavioural concerns, or their behaviour is having a significant negative impact on their learning or the learning of others, they may be considered to have behavioural needs. This may require an individual approach to behaviour management and this may be completely different from the rest of the school.

If this is the case, an IBMP will be written. This will be shared with the parents, class teacher, Inclusion Lead/SENCo and Headteacher so that there is a clear understanding of the reasons behind the behaviour. Where necessary an Educational Psychologist or the Primary Behaviour Support team can be contacted to offer further support and advice. Children with an IBMP may receive an individual reward system to support their development and progress with a specific aspect of their behaviour. They may also work through an intervention programme to support their social skills and behaviour management skills. One of these interventions is ELSA (Emotional Literacy Support).

Suspension and Permanent Exclusions:

Suspension is used only for very serious incidents, when other methods of support have not been effective. Only the headteacher (or Assistant headteacher in their absence) has the authority to suspend a child from the school. The headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any school year. The headteacher may also exclude a pupil permanently. If the headteacher suspends a pupil, parents are informed immediately, giving reasons for the suspension. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents of all this information verbally and in writing. The headteacher informs the LEA and the governing body about any suspension.

The school follows the Department for Education's guidance on 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement regarding any and all suspension or permanent exclusions.

Anti-Bullying

What is bullying?

It is important that we distinguish between, playground fall outs, individual acts of aggression and systematic intimidation. Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

It is important that everyone, including children, can understand what bullying means. Our child's definition of bullying: Bullying is when you keep hurting someone over time and you mean to do this.

Children, as they grow, will seize opportunities to assert themselves. On one hand they will show leadership and take responsibility for themselves and others. On the other hand they may seek to manipulate situations to their own advantage. This may range from simply playing unfairly, to controlling others by turning the group against them. In the latter case, the impact can be highly damaging for the victim.

We are therefore committed to:

- Taking allegations of bullying very seriously
- Providing opportunities for children to show leadership and take on responsibility
- A 'buddy' system
- Exploring the issues of bullying within our PSHE programme of work

- Considering the issue of bullying when designing our school spaces
- Prevent and respond effectively to the bullying of all including children with disabilities / SEN, those who are perceived to be LGBT, race and religion targeted, young carers, looked after children, appearance targeted, sexist and sexual bullying

Where allegations of bullying are substantiated, we have a clear responsibility to the pupils of this school and their parents to respond effectively and assertively. We will continue to listen and respond to bullying allegations until the issue is eradicated. The measure of the success of our intervention has to be the degree to which it stops the bullying.

Phase 1 – The 'No Blame' Approach to Bullying

Bullying is an antisocial behaviour. We respond in a way which will be helpful to the learning of improved behaviour. Increasing public humiliation or alienation from the school community is unlikely to be successful as it re-affirms the bully's low self-image.

This approach encourages all pupils involved in bullying i.e. the bully, colluders and bystanders to be given the opportunity to acknowledge that there is a problem, to understand the degree of distress suffered, to change their behaviour and to work towards improving the situation for the targeted pupil.

The senior lead within the school responsible for co-ordinating our whole school approach to anti-bullying is the Assistant Headteacher. Our safeguarding governor also leads on anti-bullying activity and monitors school action in this area.

What children can do to stop bullying

Deal with differences positively:

1. Recognise that other people are not the same as us. They like different things, have different feelings and have different strengths.
2. Listen to other people's explanations and views.
3. Imagine how other people might feel about things.
4. Check you have understood
5. Show courage to say what you really feel to: Wrongdoers, your friends, your teacher and parents
6. Be ready to help others who need it.
7. Be ready to forgive.

Procedure for dealing with a bullying incident

Step one: Interview with the targeted pupil

When the teacher finds out that bullying has happened she/he starts by talking to the targeted pupil about his/her feelings. The teacher does not question him/her about the incidents but needs to know who was involved.

Step two: Convene a meeting with the people involved

The teacher arranges to meet with the group of pupils who have been involved.

Step three: Explain the problem

The teacher tells the group about the way the victim is feeling. The teacher need not discuss the details of the incidents or allocate blame.

Step four: Share responsibility

The teacher states that she/he knows that the group is responsible and can do something about it.

Step five: Ask the group for ideas

Each member of the group is encouraged to suggest a way in which the targeted pupil could be helped to feel happier. The teacher gives some positive responses.

Step six: Leave it up to them

The teacher ends the meeting by passing over responsibility to the group to solve the problem. The teacher arranges to meet with them again to see how things are going.

Step seven: Meet them again

About a week later the teacher discusses with the group, and with the targeted pupil, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

Phase Two – Monitoring

Should the children's behaviour not improve in response to the first phase approach a more rigorous two prong monitoring strategy will be established.

The continuing roles played by individuals will be reviewed and discussed in detail. The ongoing concerns will be precisely recorded all parties will be told these issues will be rigorously pursued. All members of staff directly involved will be fully informed of the situation. This will be overseen by the Assistant Headteacher.

1) The targeted pupil and perpetrator's parents will be contacted
2) The wider group of children may also be regularly consulted so that the help of those not directly involved may be brought to bear

The frequency of the checks will only be reduced when it is clear that the intimidation has come to an end. We will follow the school's behaviour consequences as laid out in this policy.

In all instances, bullying incidents will be recorded on our electronic systems to enable the Assistant Headteacher oversight at Phase 1 and the ability to review when Phase 2 is required, or other actions required.

Searching and confiscation of property:

Teachers and Support Staff can confiscate pupils' property. In the case of illegal items these will be passed onto the police. Items such as alcohol, tobacco products and other school banned objects will be passed onto a member of Senior Leadership Team to be disposed of.

Prohibited items include alcohol, tobacco and tobacco-related products including vapes, illegal drugs, stolen items, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. These will be confiscated and not returned and the police may be informed.

The school also bans items that are age-related for over 18s e.g. caffeine drinks and electronic cigarettes, substances regarded as legal highs. These will be confiscated and not returned. In the event that a pupil is suspected to be in possession of a prohibited, banned or illegal item then the school reserves the right to search them, their lockers and possessions without permission (in accordance with the DFE guidance on screening, searching and confiscation).

To safeguard staff and pupils, any search will take place with more than one member of staff present, ideally at least one member of staff will be from the Senior Leadership Team and reflect the gender of the pupil. This may not always be possible and the school reserves the right to conduct the search if there is felt to be a risk to staff, pupils or members of the community by not conducting the search.

Confiscated items will be handed into reception for safe keeping. They may be collected at the end of the school day by the pupil. If there is a repeat of the incident, the item will be kept until parents/carers can collect from reception. This includes mobile phones. Staff can confiscate any item that disrupts and disturbs the learning process, e.g. fidget spinners, from a pupil at their discretion.

Damage to school fabric and furniture

• Where damage is accidental, no charge will be made.

• Where damage is as a result of silly behaviour, parents/carers will be informed and a contribution to the cost of replacement may be requested, or the child may be asked to make amends by putting it right e.g. being supervised in their own time to make repairs.

Behaviour outside of school

Pupils on school trips and visits, and on the way to and from school, are governed by the school's expectations for behaviour policy. It is expected that pupils behave well on trips and visits and at all times when representing the school. Poor behaviour on the way to and from school is not acceptable and will result in sanctions being put in place. If pupils' behaviour risks the safety of others then, dependent on the incident, further sanction could apply.

The school will investigate any misbehaviour that is reported to them by a third party or witnessed by a member of staff if the pupil is in school uniform or bringing the school into disrepute. The sanctions imposed under these circumstances will be in accordance with those covered in this policy for behaviour during the school day. If misbehaviour is reported to the school whilst not on a school activity or in school uniform this will be reported to the relevant authorities and/or parents/carers if it is of a safeguarding nature.