

BEHAVIOUR

POLICY

Version	6
Date of latest version	September 2023
Date to be reviewed	September 2024
Changes:	
Removal of step 3 in behaviour management Examples given for each step Consequence of deliberate physical action added. Addition of Emotion Coaching Strategies	

Statement

Ropley Church of England Primary School is proud of its expectation of excellent behaviour which is essential in securing a calm, happy and respectful learning environment.

We believe that every member of the school community should feel valued and respected and that each person should be treated fairly and well. Positive self-image, respect and acceptance of responsibility for actions are all encouraged. We are committed to developing responsible young citizens through partnership, trust and a Christian ethos.

We expect everyone in the school to demonstrate and encourage appropriate behaviour and to be good role models for others.

Aims

Through promoting excellent behaviour we aim to:

- Enable all pupils to grow academically, socially and emotionally, with mutual respect between all members of the school community, for belongings and the school environment.
- Promote worthwhile moral and spiritual values and positive attitudes.
- Create and maintain a positive, safe and orderly school climate where effective learning can take place

Rationale

There will be:

- A focus on positive behaviour
- Consistent and calm behaviour from both adults and children
- Rewards for positive behaviour
- Consequences in place for misbehaviour
- Clear and positive communication with parents
- Support for children with emotional and behavioural difficulties. This may involve support from outside agencies such as Primary Behaviour Support and an Educational Psychologist.

Our behaviour policy is clearly underpinned by our Christian values:

The Values we promote are:

APPRECIATION

BELONGING

COMPASSION

Appreciation:

Of ourselves, each other and our environment. We show thanks and respect by trying our hardest, listening carefully and using our gifts wisely.

Belonging:

To our family, the world, God and our School. Our school family helps us to have the confidence to learn from our mistakes and never give up.

Compassion:

By understanding how others are feeling. We are kind, understanding and forgiving in learning and play. We will seek opportunities to help those in need and stand by our beliefs.

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 schools 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 the Emotion Coaching strategies.
- Apply age and developmental appropriate consequences in response to unacceptable behaviour, explaining their uses to the children.
- 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.

Emotion coaching steps:

Step 1: Recognise and empathise with the feelings. Pay attention to emotions, from happiness to sadness to anger

Step 2: Label and validate the feelings "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: Set limits on behaviour (if needed) Carry this out when the child is calm "It's OK to feel angry, we all feel angry. Throwing the game is not safe. You will need to sit with me for 5 minutes to think about what we can do differently"

Step 4: Explore and agree solutions for the problem 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.

Our Behaviour 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.

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 your best, achieve together.**






Guidelines

In order to bring out the best behaviour we:

-  Are consistent
-  Are calm
-  Praise positive behaviour
-  Stick to our three school rules at all times
-  Use a clear stepped approach to managing behaviour
-  Talk to the children about their behaviour choices and consequences

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
-  A move up onto 'Collecting Nectar' or 'Making Honey' for Key Stage One classes
-  Class credits for Key Stage two classes
-  Work displayed on a special display board such as 'The Wall of Recognition'.
-  House points for sporting or other house events

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. Whole group sanctions should be avoided where possible. 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 mins of your free time.’**
- 3. Give a consequence (usually 5 mins from next free time.)**

The consequence will be a five minute time out sanction. 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 receives three five minute sanctions in one week, they will miss their Golden time (30 mins Key Stage one) or some lunch time (30 mins Key Stage two).

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. (See Behaviour Code).

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 School Improvement Leader 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 fixed-term exclusion, 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 and the SENCo 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).

Fixed Term and Permanent Exclusions:

Our aim is always to avoid permanent exclusion and we will work with the support of the other agencies and the Local Education Authority to explore alternatives to this outcome. This may involve the use of Alternative Provision and Managed Moves if these are acceptable to parents. However, we reserve the right to permanently exclude in cases where alternatives have been exhausted or in cases of extreme behaviours.

In similar fashion, we aim to avoid fixed term exclusion by utilising the use of internal isolation where appropriate. External exclusions will be used following careful consideration of the evidence gathered and evaluation of other alternative approaches. Only the Headteacher has the power to exclude a child from school.

The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The decision to exclude a child (fixed term or permanent) is taken when the child:

1. Is in response to serious breaches or persistent breaches, of the school's behaviour policy; and
2. Where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school;
3. After a range of alternative strategies have been tried (See Sanctions).

If the Headteacher excludes a child, parents are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Before deciding to exclude, the Head Teacher should:

1. Consider all the relevant facts and firm evidence.
2. Allow the pupil to give their version of events.
3. Check whether an incident appeared to be provoked by racial or sexual harassment.
4. Consult others if necessary.
5. Keep detailed notes at all stages.

Exclusion can be:

1. Short Fixed Term Suspension – Arrangements for setting and marking of work must be made.
2. Lunchtime Suspension – This should be normally no more than 5 School days and must include arrangements for children on Free School Meals.
3. Long Fixed term exclusion from School – This can be up to 45 days in a School year and arrangements for setting and marking work must be made.

Procedures for Suspending or Excluding a Pupil:

For all suspensions or exclusions:

1. Parents must be telephoned on the same day.
2. The relevant letter must be sent to the parents within 24 hours.
3. The relevant letter with form EX1 must be sent to children's services, Clerk to Governors' Discipline Committee, Area Team and Chair of Governors.
4. Exclusions over 5 days automatically require a Governing Body Disciplinary Committee meeting.

Re-integration: A process of planned support and progress reviews is in place for all children following exclusion. The Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. The discipline committee will form to consider a permanent exclusion and have the power to either uphold the Headteacher's decision or to overturn it based on the evidence provided to them.

The Governing Body Discipline Committee:

1. Exclusions of less than 6 days – a meeting will be convened if parents request it.
2. Exclusions between 6 and 15 days – the Clerk must organise a meeting between day 6 & day 15.
3. Exclusions of over 15 days – the Clerk must organise a meeting between day 6 and day 15.
4. Exclusions of more than 1 in a term with the total number of days exceeding 6 – a meeting must be organised.

Recording, Monitoring and Evaluating Behaviour: A termly report is produced highlighting the behaviours and an action plan is put in place to improve re-occurring behaviours and reduce the number of incidents.

Bullying

'Bullying is any behaviour that makes someone feel upset, uncomfortable or unsafe. This is usually deliberate and repetitive and can take many forms such as verbal, indirect and physical' (Source: The Diana Award).

There is sometimes be misunderstanding about the meaning of the term ‘bullying’. One-off incidents, whilst potentially very serious and which must always be dealt with, do not fall within the definition of ‘bullying’. We work hard with pupils to clarify the difference between bullying and “friendship friction”.

Types of bullying there are various types of bullying, but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying can be:

- Physical – e.g. hitting, kicking, taking belongings.
- Verbal – e.g. name calling, insulting, racist, homophobic, sexist remarks, comments about disabilities.
- Indirect – e.g. spreading malicious rumours, excluding individuals from social groups, family feuds brought into school, encouraging others to engage in rule-breaking or bullying acts.
- Cyber – e.g. use of email, social networking sites, mobile phone messaging to spread rumours, make malicious comments.

Each case of bullying will be examined and its severity considered when deciding upon the most appropriate response. Ideally, restorative practices should be employed with reconciliation achieved. Parents/carers of bullies will be informed of an incident by the Class teacher, School Improvement Leader or Headteacher.

Procedures for reporting bullying incidents:

You can report bullying at Ropley

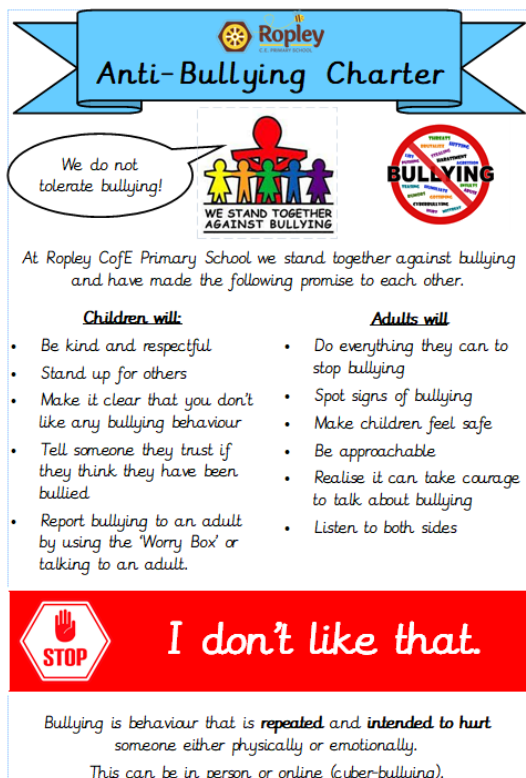
- Directly to a member of staff
- Indirectly or anonymously in the Worry Box in the corridor.

Suspected bullying should be reported to the School Improvement Leader and Headteacher for investigation.

Details will be logged to help build a picture of behavioural patterns in school e.g. who, where, when alleged incidents occur. In cases of racist bullying or racist incidents, an additional written record will be completed and submitted to the Local Authority.

All bullying is unacceptable. However, the school recognises that many pupils displaying anti-social behaviour are, themselves, in need of support. We will seek to support them to understand the consequences of their actions and to change their behaviour. Support will always be put in place for victims of bullying. This will be bespoke to the pupil, their age, maturity and circumstances.

We have all contribute to our Anti-Bullying Charter. This is signed by every class and stuck in our home school books.



EAL

Pupils who have little or developing English may become frustrated at times due to not being able to communicate effectively with peers and adults. Staff will be alert to this and provide support for any children with English as another language.

Use of Reasonable force (from DfE Use of Force Guidelines 2012):

If a child violently attacks another child or adult and becomes a danger either to him / herself or others and does not respond to requests to calm down, then physical restraint may be necessary. The child should be removed from the situation as soon as possible and a member of SMT notified immediately. Immediate action will be taken to involve parents.

A Serious Incident/Physical Restraint form must be completed and the situation discussed with the Head. If any member of staff has been injured / assaulted in the process of physically restraining a child, the correct documentation must be completed as soon as possible.

The Senior Leadership Team will work with the member of staff and parents to devise an action plan to meet the child's needs. This may include the involvement of other agencies.

Mobile phones and other electronic devices in school

Pupils should not have their mobile phone or any other electronic device, including headphones and smartwatches, visible between 8.45am and 3.15pm. This includes break and lunchtime. Mobile phones and other similar electronic devices with internet connectivity, earphones, headphones, must not be used, seen or heard during school hours. Any device that has the same/ similar functionality as a mobile phone (for example a smart watch), will have the same rules applied to it as a mobile phone.

If a child brings these to school they **MUST** be handed into the office when they arrive in the classroom, and they will be returned to them at the end of the school day. We accept no liability for any such items that are lost or damaged.

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, 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 or the Inclusion Leader 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. A confiscation record book is maintained by school reception.

Other specific unacceptable behaviours:

Aggression, intimidation, harassment and violence:

Aggressive, intimidating or violent behaviour is unacceptable and will not be tolerated.

- Child on child sexual harassment is unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to:

o violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or
o create a hostile, offensive or sexualised environment.

- We will use the Brooks Sexual Behaviours Traffic Light System to differentiate between normal child development and curiosity, and behaviour that is more concerning. However, the concept of 'Consent' will always be emphasised.
- An incident does not need to result in physical harm for it to instigate serious consequences. Each incident will be investigated and where necessary action will be taken.
- Where there is violence, or where there is an attack on another pupil, exclusion may be used. The length of exclusion will vary according to the severity of the incident. Second or subsequent incidents will attract longer periods of exclusion. Persistent offenders may face permanent exclusion.
- Verbal, physical threats or intimidation against staff will be investigated and action will be taken in the same way as above. Physical violence towards staff will result in exclusion. Depending on the severity of the situation verbal, physical threats or intimidation against staff may result in permanent exclusion.

Weapons and dangerous items:

- Pupils who bring guns, knives, laser pens, other weapons and dangerous items to school may be excluded for a fixed period dependent on the nature of the offence. The police will normally be 14 informed in cases where offensive weapons have been found. Very serious incidents will result in a permanent exclusion.

Drugs:

- The possession or consumption of illegal drugs will result in fixed-term exclusion as a minimum whilst an investigation takes place. The length of exclusion will be dependent on the nature of the incident. The police will be informed in all cases where drugs have been found.
- Supplying drugs will result in permanent exclusion.

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.

Discriminatory Incidents (targeting race, gender, sexuality or disability):

All incidents of discrimination are investigated and treated seriously. Before any decision on internal or external exclusion is reached, a thorough investigation will take place. All those involved in the incident will be interviewed. Statements will be gathered from witnesses where appropriate. All statements and evidence, will be collated by the Headteacher.

All incidents are recorded and dealt with promptly in line with the School Behaviour Policy and the LA Policy. The curriculum for R.S.H.E., RE and Collective Worship is designed to foster appropriate and responsible behaviour and to deter and alter offensive behaviour.

Derogatory comments about race, gender, sexuality or disability are unacceptable. If pupils are heard using derogatory language, they will be challenged and told that it is unacceptable.

Discrimination incidents are recorded separately in an Incident Log. These are reported termly to the Local Authority.

Child-on-Child abuse

Child-on-Child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and nonintimate), friendships, and wider peer associations.

Online child-on-child abuse is any form of peer-on-peer abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualised content and harassment.

Incidents will be dealt with in line with our Behaviour Policy, Child Protection and Safeguarding Policy, as appropriate.

Pastoral Support Programmes

ELSA is a school based intervention to help individual pupils to better manage their behaviour. They are overseen by the SEND Coordinator and Inclusion Leader and involves the identification of precise and realistic behavioural outcomes for particular children with on-going problems. The Inclusion Team will liaise with parents and external agencies as necessary.

Roles:

The Role of our Pupil Leaders:

Children with leadership responsibilities wear special badges or ties that identify them throughout the school. As part of their duties they play a major part in deciding on activities that spread a positive message around the school and play an important role in implementing the rules and being positive role models to our younger children.

The Role of Parents:

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be

reported immediately to the Head who will take appropriate action. If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of Non-teaching Staff:

All school staff have a responsibility to uphold the behaviour policy. Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas. Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime.

The Role of Senior Leaders, Class Teachers and Support Staff

Good classroom organisation is a key to good behaviour and the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Ropley CE Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers and Support Staff contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers and Support Staff expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the Class Expectations are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Role of the Head teacher

It is the responsibility of the Head to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school.

The Head supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head may permanently exclude a child.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head in carrying out these guidelines.

The Head has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head about particular disciplinary issues. The Head must take this into account when making decisions about matters of behaviour.

Mutual Staff Support and Staff Training:

The school is committed to providing the necessary Continual Professional Development for all members of staff to support the delivery of our key objectives. This may take several forms, including:

- External Behaviour Management courses
- Internal CPD sessions with behaviour experts or online
- Time spent considering strategies with colleagues or a Behaviour Consultant
- Weekly briefings (Whole School briefing, Phase meetings)
- Observation of other practitioners.

Every member of staff will from time to time find themselves in circumstances in which they are challenged by the behaviour of a pupil or pupils. Staff are encouraged to discuss both formally and informally their experiences of dealing with challenging behaviour in order that an ethos of collective support towards colleagues is maintained within the school.

Behaviour out of School

What the law allows:

A teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school organised activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil at the school
- Or misbehaving at any time in a way that:
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public

Could adversely affect the reputation of the 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.

Legislation and statutory requirements:

This policy is written in compliance with the equal opportunities policy and in line with the following:

- DfE Behaviour in Schools - Advice for Headteacher and school staff advice (Behaviour Advice) (1 September 2022). This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010 and the school's Single Equality Policy and Scheme
- 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:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Appendices



At Ropley we are:



Ready
to learn



Safe in
and out of
school

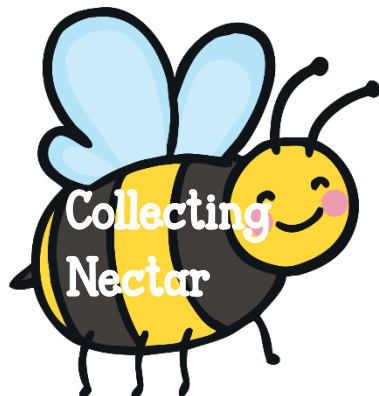
Respectful
to each
other and
property

Ask yourself
Am I **ready**?
Am I being **respectful**?
Am I being **safe**?

Be your best, achieve together!



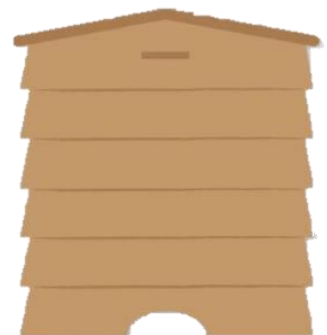
Really good behaviour choices mean that the children are 'making honey.'



If children make good behaviour choices, then they are 'collecting Nectar'.








Everyone starts the day in the Hive.



Positive behaviour strategies

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

-  Acknowledging (notice and describe the behaviour)
-  Approve it (say why it is good)
-  Affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
-  Positive Correction- tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop"
-  Positive Repetition- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.

- 🐝 Non-verbal Cues- hands up, finger on the lips, a look.
- 🐝 Give take-up time- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- 🐝 Re-direction- repeat direction without being side-tracked.
- 🐝 Use thanks and take-up time, do not stand over pupils in a confrontational way.
- 🐝 Tactically ignore- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- 🐝 Physical Proximity- move closer to a disruptive pupil
- 🐝 Distraction/ Diversion- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- 🐝 Clear Expectations- e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."
- 🐝 Where/ What- "Where should you be?" (In my seat) What should you be doing? (My work).
- 🐝 Choices- "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"
- 🐝 Broken Record- Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- 🐝 Private Reprimand- a quiet word rather than a public confrontation.
- 🐝 Repair & Rebuild- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good".
- 🐝 Explain why a consequence has been put in place.' You have had to miss 5 minutes because...'
- 🐝 Validate the child's feelings. 'I can see you are upset.' 'Are you sad because...?'

Be your best, Achieve together

Our Mission

Our mission is to be a safe, caring, inclusive community where our core Christian values of Appreciation, Belonging and Compassion are recognised and developed.

At our school everyone should feel valued and cared for. We encourage each other to have the faith to believe in ourselves so we can be the best we can be and achieve together.

Our Aims

- To provide **high quality creative teaching** which, through coherent planning and clear end points, supports and challenges **all** learners.
- To use the national curriculum to create **rich, varied and ambitious learning** the children find relevant and exciting
- To engage the children in a curriculum that offers the knowledge, skills and cultural capital needed to succeed in life
- **To close any gaps identified in learners especially for disadvantaged children or in light of the impact of Covid**
- To encourage a proactive and co-operative **partnership** of children, parents, carers, governors and staff so we can support children to be successful and reach their personal best.
- Our children to be **independent and responsible** learners who have a thirst for knowledge and

the resilience to not give up.

- To challenge perceptions so that our **children have open minds** and can show tolerance, kindness and love for all people.
- To ensure children are well supported to have **good physical, emotional and well being**
To take **pride in our environment** so that school is a pleasing, inspiring and welcoming place to learn.

Our Rules

Ready Respectful Safe

Our Christian Values

APPRECIATION  **BELONGING**  **COMPASSION**

Appreciation:

Of ourselves, each other and our environment. We show thanks and respect by trying our hardest, listening carefully and using our gifts wisely.

Belonging:

To our family, the world, God and our School. Our school family helps us to have the confidence to learn from our mistakes and never give up.

Compassion:

By understanding how others are feeling. We are kind, understanding and forgiving in learning and play. We will seek opportunities to help those in need and stand up for what is right.



Lunchtime Behaviour record

Our Rules

Ready

Respectful

Safe

If a child is not choosing positive behaviour we:

1. **Remind them of the rules**
2. **Give a warning**
3. **Give a consequence**

At playtime today _____ was not _____.

They _____

Their consequence was _____



Extended day Behaviour record

Our Rules

Ready

Respectful

Safe

If a child is not choosing positive behaviour we:

1. **Remind them of the rules**
2. **Give a warning**
3. **Give a consequence**

At breakfast club/after school club today _____ was not

_____.

They _____

Their consequence was
