

Ropsley C of E Primary School

Behaviour Policy



Adopted	Signed	Review	Equality Impact Assessment	Reviewed Against our Vision	Amendments
Jan 2016	Ann Cook	Jan 2016	Yes		
Jan 2018	Ann Cook	Jan 2020	No		
Jan 2020	Ann Cook	Jan 2021	No		A Covid addendum added.
Jan 2023	Ann Cook	Jan 2025	No	Yes	The Covid addendum was removed.

BEHAVIOUR POLICY

Ropsley Church of England Primary School

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We would hope that the values learned here will be carried by our children into their next school and on into adulthood.

The school behaviour policy is therefore designed to support how all members of the school can live and work together in a supportive way.

We have a Code of Conduct that sets out, in general terms, how we expect our pupils to behave in school and on visits. These are the Golden Rules and are set out below:

GOLDEN RULES

Do be kind and helpful – Don't hurt people's feelings

Do be gentle – Don't hurt anyone

Do listen – Don't interrupt

Do work hard – Don't waste your or other people's time

Do be honest – Don't cover up the truth

Do look after property – Don't waste or damage things

These Golden Rules are visible around the school and are constantly reinforced within the class and our times of collective worship.

Teachers have the statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow reasonable instruction (Sections 90 and 91 of the Education and Inspections Act 2006) this power also applies to all paid staff with responsibility for pupils, such as teaching assistants or Midday Supervisors.

Respect Trust Hope Friendship Thankfulness Love

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

POSITIVE SYSTEMS

It is important for all staff and pupils at Ropsley to have a positive 'plan' for discipline. A plan is a consistent approach through prevention, strategy and support, to minimise unnecessary behaviour disruption and take appropriate 'short' term and 'long' term measures to correct disruptive behaviour patterns.

IN DEVELOPING A CLASSROOM DISCIPLINE PLAN, STAFF SHOULD:

- State rules positively where possible
- Explain/discuss reasons for the rule.
- Discuss related consequences for breaking the rules.
- Acknowledge, and affirm positive behaviour.
- Recognise the role of forgiveness and facilitate it.

Each classroom has its own three-stage behaviour system such as a traffic light or rainbow system. It is important that these are cleared every day so that each day is a fresh start for our pupils.

PROTOCOLS OF DISCIPLINE ARE AS FOLLOWS:

When carrying out corrective action, the teacher should:

- Criticise the behaviour, not the pupil ('that's naughty behaviour' not 'you are naughty');
- minimize embarrassment for the pupil;
- use a respectful but assertive tone of voice;
- acknowledge and pick up on 'on-task' behaviour;
- encourage positive behaviours through praise and rewards;
- respect personal space;
- avoid unnecessary arguments, give clear choices and maximise pupils' responsibility;
- be consistent in follow-through;
- utilise wide support. e.g.: Other teachers, TAs, and outside agencies.

PREVENTATIVE ACTION (to prevent or minimize unnecessary disruption):

- Have an aesthetically pleasing and functional room.
- Prepare and utilise appropriate materials.
- Arrive in class on time.
- Plan interesting lessons.
- Cater and plan for mixed abilities.
- Plan appropriate seating arrangements.
- Avoid the use of confrontational language.
- Make clear routines.
- Have clear, fair, positive rules and know the consequences for significant rule-breaking.
- Use phrases like, "I noticed that..."

CORRECTIVE ACTION (the actions you take when disruptive behaviour occurs. Least - to most intrusive):

1. Tactical ignoring (where appropriate).
2. Simple, brief, directions (finish with thanks or please).
3. Rule reminders (simple reminder or re-statement).
4. Simple choice (“in a bag or on my desk, thanks”).
5. Redirect (instead of arguing).
6. Make consequences clear (via choice).
7. Direct pupil to work aside from peers (in the same room).
8. Cool-off time.
9. Exit/time-out (for dangerous behaviour, continual disruption, or safety issues).
10. For serious incidents, pupils are to be referred to the SLT/Head Teacher.

SUPPORTIVE ACTION (action to employ support for teacher and pupil):

- Time-out – a cooling-off period or withdrawal under supervision.
- Contracting/counselling: any process to lead to behaviour agreement.
- Use of a Report Card and time to reflect (Letter home to Parents)
- Formal support processes: parent conference, welfare and psychological service.

REWARDS

If children show specific positive behaviours linked to our school values, which are over and above those which are expected from all pupils at Ropsley they are rewarded with a Dojo which is added together to provide House Points. Parents can see Dojo rewards online. This system can be used by all members of staff including Midday Supervisors and staff on break duty. Visitors are welcome to give our children Dojo points too. When pupils have collected enough points, they are awarded a certificate in our Friday celebration assembly.

The school also has Merit Certificates which are used to highlight particularly good work. These are attached to a copy of the work and sent home in the post as a surprise for our pupils.

Whole class rewards can be devised and may be linked to ‘Golden Time’ (maximum of 30 minutes every week).

In addition to this, we also:

- nominate a child from younger classes to be ‘star of the day’;
- inform parents of good work or behaviour through our Class Dojo/Tapestry program.

SANCTIONS

Unfortunately, there are times when agreed rules are not complied with. It is important that children should know that unacceptable, disruptive behaviour or a poor standard of application are not tolerated.

These are the guidelines that will be followed at Ropsley Church of England Primary School.

Within the same day,

- 1 A verbal warning will make it clear to the child what aspect of behaviour or work is not acceptable and this will be given before any sanction. A pupil's name may be moved on the class behaviour display.
- 2 A second verbal warning will make clear that the unacceptable behaviour is being repeated and that a third occurrence will not be tolerated.
- 3 Should the behaviour continue after two verbal warnings, the teacher will move the child to a different part of the classroom for a 'time-out'. All 'time-out' episodes will be logged and passed on to the Headteacher.
- 4 A time-out period should be the first sanction unless there is no available space to move them to or the behaviour is at an unacceptable level (swearing, physical aggression), or is serious enough (eg bullying) to warrant immediate intervention when they will be sent to the SLT/Head Teacher.
- 5 Once the time-out has been completed, the pupil will return to usual classroom activities and their names will be wiped from the board.
- 6 At the end of the school day, all warnings and names written on the board are wiped out and the pupil is free to start fresh.
- 7 In the event of poor behaviour at playtimes or lunchtimes (particularly for bad manners), time-out (to be taken in the field/playground at agreed 'pit stop' points) will be called.

It is the class teacher's responsibility to inform parents/carers about any time-out they have implemented. Initially, such contact will be verbal but may extend to a letter home if there are more than three in a week.

In cases of serious misconduct, a phone call will always be made. The Head will liaise with all parents/carers and discuss any additional support measures that may be required (eg a Behavioural Support Plan).

A record will be kept of how frequently a child has a time-out. If a child has time-out too frequently (more than three times a week), the SLT/Headteacher will request that the pupil fill out a reflection log as part of an internal exclusion from a play or break time with class work provided.

PLAY AND LUNCHTIMES

This positive behaviour management system is followed throughout the school day to ensure sanctions are consistent. At lunch times, Midday Supervisors will use the same system as in class. Time out may be taken in a variety of places. For example, by the fence or with a Midday Supervisor.

As a means of monitoring playtime behaviour, any incidents of misconduct resulting in time out will be noted on an incident form. (Appendix 1) If a child has seriously breached the code of conduct they may be sent in and the incident will be dealt with by a member of the SLT.

Repeated or serious incidents of unacceptable playtime behaviour will lead to the loss of outdoor play and alternative provisions such as remaining inside with a member of staff put in place.

Parents will be informed if playtime behaviour repeatedly or seriously breaches the code of conduct.

DEALING WITH SERIOUS MISCONDUCT

Serious misconduct, in or out of the classroom, will be referred to the head or a member of the SLT.

Serious misconduct includes stealing and hurting other children; swearing; blatant rudeness; deliberate disobedience or defiance; vandalism; behaviour which persistently impedes others from working; racism and bullying.

Incidents will be recorded on an incident form and investigated by a member of the SLT. Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent on the nature of the misconduct. (see paragraph on detentions).

PARENTS WILL BE INFORMED.

Repeated incidents of behaviour which contravene the code may mean that the school seeks advice from external agencies, such as the Educational Psychologist; a behaviour or pastoral support programme will be drawn up.

Serious one-off breaches or repeated breaches of the School Rules may lead to fixed-term exclusion.

If the school's property has been damaged, then the school may ask parents to provide replacements.

Children who persistently breach the school rules will have individual behaviour support plans drawn up and may follow different steps of intervention and sanctions.

DETENTIONS

The school has the right to use detentions as a consequence of poor behaviour. This includes children missing their playtime or break time for any of the following reasons:

- Catch up on missed work/incomplete work.
- Reflect on their behaviour.
- Or any other 'work' deemed appropriate.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has their own classroom rules, which are agreed upon by the children and displayed on the wall of the classroom. In this way, every child in school knows the standard of behaviour that we expect in our school. If there are incidents of antisocial behaviour, the class teacher discusses these. This may be with the whole class during 'circle time' or in other ways that are felt appropriate.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils and DfE Behaviour and Discipline in schools- Advice for headteachers and school staff January 2016*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or

if a child is in danger or hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Staff members attend School Safe Training when it is appropriate. Teachers and staff will only use reasonable force if it is reasonable, necessary, proportionate and a last resort

Withdrawal to another room will only be used as a last resort if it is felt that a child's behaviour is putting their or others' safety at risk and they need a space to calm down. Adults will support the child with positive reinforcement. If a child is put in a seclusion/isolation room, an adult will oversee their welfare at all times and they will only be kept in isolation for the minimum time deemed reasonable.

CONFISCATION, BANNED ITEMS AND SEARCHING

The Head Teacher, class teachers and members of the SLT have the right to confiscate any item from a pupil which is deemed to be inappropriate to be in school. The confiscated items will go to the school office and can be collected *at* the end of the school day.

Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

- Alcohol
- Drugs
- Stolen items
- Knives
- Cigarettes
- Weapons
- Pornographic material
- Anything else perceived to pose a threat to pupils at a school

If a child brings any of these items, it will result in an instant fixed-term exclusion.

The Head Teacher, Class Teachers and members of the Senior Leadership Team have the right to search any pupil or pupil's belongings if they believe they are hiding any items which should be confiscated or are on the banned list. If a pupil needs to be searched, two members of staff will be present.

Mobile phones are not permitted in class and should be placed with the class teacher until the end of the day. (Please see our E-safety policy)

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Where the situation arises of poor pupil behaviour beyond the school gate, the school may enforce its right to apply a consequence to a pupil in the school. Examples of this may include:

- Continued bullying of a pupil outside of school.
- Use of cyberbullying outside of school.
- Inappropriate behaviour takes place close to the start/end of the school day when pupils are in school uniform.

THE ROLE OF THE PUPILS

- The pupils will discuss school and class rules within their class.
- Pupils will vote for members of their class to represent them on the School Council.
- Pupils will look at the home-school agreement at the start of each year and abide by it.

- Pupils will look at the Behaviour Policy at the start of each year and take note of the school rules and the consequences of breaking them.

THE ROLE OF THE SCHOOL STAFF

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves responsibly during lesson time.
- The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces the classroom rules consistently. The teacher treats all children in their class with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in a normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SENCO, Senior Leadership Team or Head Teacher.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the School Nurse or LA behaviour support service.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

THE ROLE OF THE HEADTEACHER

- It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, 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 Teacher to ensure the health, safety and welfare of all children in the school.
- The Head Teacher supports the staff by implementing the policy, setting the standards of behaviour, and supporting staff in the implementation of the policy.
- The Head Teacher keeps records of all reported serious incidents of misbehaviour.
- The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Head Teacher may permanently exclude a child.

THE ROLE OF THE PARENTS

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and school.
- We explain the school rules at our introductory parent evening.

- We expect parents to support their child's learning and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents appropriately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If their concern remains they should contact the Chair of Governors.

THE ROLE OF GOVERNORS

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.
- The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may advise the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

FIXED-TERM AND PERMANENT EXCLUSIONS

- The school reserves the right to use an 'internal exclusion' for pupils where it feels it is appropriate. This will not be used for more than half a day and parents will be informed.
- Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently.
- Exclusions can be given for serious breaches of this Behaviour Policy. They will also be given if allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- If the Head Teacher excludes a pupil, she will inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher 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 how to make any such appeal.
- The Head Teacher informs the 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 pupil or extend the exclusion period made by the Head Teacher.
- The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

- When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- If the governors' appeal panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

MONITORING

- The Head Teacher monitors the effectiveness of this policy regularly. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor and major classroom incidents where a child is giving cause for concern. The Head Teacher records those incidents where a child is sent to her on account of seriously bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: midday supervisors give written details of any incident in the incidents file.
- The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

REVIEW

- The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body received recommendations on how the policy might be improved.

Policy/Vision impact review

In God's image, we strive and shine: with happy hearts and inspired minds



Our Vision

Our vision is to be a caring, happy and inclusive church school that is at the heart of our community. We strive to provide an excellent education which develops a lifelong love of learning in a global context. We see all members of our school family as valued and precious in the eyes of God. We seek to do this through an innovative, engaging and inspiring curriculum that encourages us all to flourish.

‘Start by doing what is necessary, then what is possible, and suddenly you are doing the impossible

St. Francis of Assisi

Policy Name	Behaviour Policy 2023
Completed by	Ann Cook
Date	January 2023

How will this policy affect ALL members of our school family?

Pupils, parents, staff, governors, members of the community, outside agencies, and charities (global, national, and local.)

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support how all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and flourishing.

Impact	
Pupils	Pupils feel safe when boundaries for behaviour are clear and consistently insisted upon. Pupils learning is more effective if the environment is calm and pupils are behaving well.
Parents	Parents have a clear understanding of school expectations and rewards and sanctions are fair. Parents develop trust in the school.
Staff	Staff feel valued and supported in their role.
Governors	Governors can hold us to account.
Community	Pupils behave well when representing the school within our local community. The school's reputation is good.

Are any changes to the policy recommended?

What could we look at to track the impact of the policy?	Behaviour Reports are provided to Governors annually alongside the Equality and Diversity information.
When will this policy be reviewed	January 2024

Respect Trust Hope Friendship Thankfulness Love