

# ROPERY WALK PRIMARY SCHOOL



## **POLICY FOR POSITIVE BEHAVIOUR FOR LEARNING**

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### **1. INTRODUCTION**

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 of Respect, Inclusion, Courage, Honesty, Empathy and Safety underpin everything we do. The school's 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.

Any pupil behaviour which disrupts the learning of other pupils, or poses a health and safety risk is unacceptable. This includes low-level disruptive behaviour, bullying and incidents of verbal abuse, physical violence or assault.

The school has a number of rules, but our Behaviour Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

This policy must be read in conjunction with the policies and procedures outlined in the Child Protection policy.

The school expects every member of the school community to behave in a considerate way towards others. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **2. AIMS**

- To create an environment which encourages and reinforces good behaviour;
- To define acceptable standards of behaviour;
- To ensure consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the school's expectations and strategies are shared by staff, parents and pupils;
- To encourage the involvement of both home and school in the implementation of this policy.

### **3. STANDARDS OF BEHAVIOUR**

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. We recognise children bring to the school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills.

We expect children to work towards the following key standards:

- Ensuring their behaviour makes a strong, positive contribution to good learning;
- Taking responsibility for their own behaviour and accept the consequences if they do not behave as well as they should;
- Behaving well towards and showing respect for each other.

### **4. SCHOOL ETHOS**

All adults working in our school are expected to model high standards of behaviour, both in their dealings with the children and with each other.

Adults are expected to:

- Help create a caring, positive climate for learning;
- Emphasise the importance of being valued as an individual within the school community;
- Promote good behaviour, through example, honesty and courtesy;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, disability, gender identity, marriage, pregnancy, ethnicity, religion or belief, gender and sexual orientation. (9 protected characteristics)
- Show appreciation of the efforts and contributions made by all.

### **5. EQUAL OPPORTUNITIES**

Every child who attends Ropery Walk Primary School is entitled to learn in a calm working atmosphere. They are entitled to feel well supported and secure. The school behaviour policy should be used as a sound guidance to ensure that every child, regardless of race, sex, religion or social circumstances is treated fairly and has the opportunity to learn and develop without fear of discrimination.

### **6. SPECIAL EDUCATIONAL NEEDS (SEN)**

Children who have special educational needs relating to social, emotional and mental health difficulties or social and communication difficulties, may need additional support to manage their behaviour. At Ropery Walk we offer pastoral support and counselling from Place 2 Be. We also work closely with local health partners and make referrals to Child and Adolescent Mental Health Services (CAMHS) when appropriate. We work with children to manage their behaviour so that it does not adversely affect them and others around them. We also provide a range of social skills programmes to help children who have particular difficulties with social interaction. Care Plans are put in place and progress towards targets is closely monitored.

## **7. CURRICULUM AND LEARNING**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback will help to avoid the disaffection which can lie at the heart of poor behaviour.

All lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children with a wide range of abilities. Marking, pupil target setting and feedback should be used to provide information to children on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

## **8. CLASSROOM MANAGEMENT**

We recognise that classroom management and teaching methods have an important influence on children's behaviour. The classroom environment should give clear messages to the children about the extent to which their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, access to resources and classroom displays all have a bearing on the way children behave.

The basic rules of good classroom management are:

- Keep your room tidy and make sure there is space for children to move around;
- Be punctual when picking your children up from the playground;
- Be well prepared and plan accurately for different groups;
- Settle the class quickly to work;
- Insist on full class co-operation;
- Use your voice effectively - not too quiet or too loud;

- Watch what is happening in your classroom;
- Make good use of questions - remember all groups;
- Do not keep children sitting on the carpet, or any other area for too long;
- Make sure children have opportunities to work on practical activities and to develop independent learning skills;
- Pull your lesson together through a well planned plenary.
- Use of 'Give me 5!'

## 9. REWARDS AND SANCTIONS

We believe all children are entitled to enjoy their learning and feel safe in our school. We also believe they are entitled to have their voices heard, be listened to and know where to go to if they have a concern. In return we expect children to:

- Work to the best of their ability;
- Show respect for teachers, support staff, other adults in school and children;
- Take care of books, equipment and the school environment as a whole.

We praise and reward children for good behaviour in a variety of ways including:

- Verbal praise
- Stickers
- Dojo Points
- Celebration assembly
- Bucket assembly every week
- Corridor 'Stars' every week for KS2 with the winning class gaining an extra 10 minutes a week on the yard.

We also make use of a range of additional strategies which are relevant to specific Key Stages.

Staff always listen to the child's point of view before implementing sanctions. If there has been an altercation between children, a restorative conversation will take place.

The school uses a number of **sanctions** to enforce the school rules, and to ensure a safe and positive learning environment. **Professional discretion is needed when determining how an incident should be progressed.** A very serious incident may demand the immediate involvement of the Head teacher or a senior member of staff. Relatively trivial misdemeanors should never require their involvement, as this diminishes the impact of such referrals.

We employ each sanction appropriately to each individual situation.

## Consequences

Stage	Consequence Foundation Stage	Consequence Key Stage 1	Consequence Key Stage 2
Reminder			
Reminder			
1. Warning			
2. Move from the group	Move to Thinking Spot	Sit at designated table in class	Sit at designated table in class
3. Referral to Phase Leader	Sent for 5 minutes time out	Sent for 5 minutes time out	Sent for 10 minutes time out
4. Referral to HT/DHT * At this point parents may be asked to meet with the HT/DHT	Sent to HT/DHT after 3 initial stages	As FS	As FS
5. Severe Reprimand * Parents will be asked to attend school urgently. * A referral may be made to the SENCO at Stages 4 and/or 5.	Sent immediately to HT/DHT	As FS	As FS

Any inappropriate use of iPads or the internet will mean that parents are informed and children lose the use of iPads for a time determined by the Headteacher.

Serious misdemeanors eg violence/fighting will result in a child attending lunchtime behaviour clubs ran by the Headteacher.

## School Attendance and Part-time time tables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time time table to meet the individual pupil's needs, e.g. a part-time time table may be considered as part of a re-integration package.

A part-time time table will not be treated as a long term solution. Any pastoral support programme or other agreement must have a time limit by which point

the pupil is expected to attend full-time or be provided with alternative provision. The legal requirement is that a child resumes full time education by fourteenth week. This will only be considered when all other strategies have not been successful and to avoid future suspensions or permanent exclusion.

### **Suspension and Permanent Exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

### **Behaviour outside of school premises**

We have the power to sanction pupils for misbehaviour outside of school premises to such an extent as is reasonable.

Sanctions might be given by school for:

- Misbehaviour on school organised or school related activity
- When travelling to or from school
- When wearing school uniform
- Is identifiable as a pupil at the school
- Has repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

The school's response to this behaviour in terms of strategies and consequences will be in the same way as if it had happened in school.

### **Class Charters**

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom charter which is agreed by the children and displayed on the wall of the classroom. In this way every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

- We will talk quietly to each other.
- We will walk in school.
- We will be kind to each other.
- We will put up our hand to speak in a group.
- If we are hurt by others we will ask for help.

The school does not tolerate bullying of any kind. If we discover that any 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. We have a separate policy for Anti-Bullying.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to Section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. The actions that we take are in line with government guidelines on the restraint of children.

## **10. PLAYGROUND BEHAVIOUR MANAGEMENT**

Children are not allowed in the classroom until a supervising adult is present i.e. LSA, classroom assistant or teacher.

The children are encouraged to follow the playground charter:

- Be kind and helpful;
- Do not hurt anyone;
- Play well with others and do not spoil others games;
- Look after your playground and do not damage anything;
- Tell an adult if you are hurt or upset.

Dinner ladies give 2 minute warning to staff and then ring bell.

Each teacher will collect their own children from the playground ensuring that the children enter school quietly and orderly both at playtime and dinnertime.

## **11. ROLES AND RESPONSIBILITIES**

### **The role of the Class Teacher**

Teachers should be able to enjoy teaching without being subject to the stresses caused by unacceptable pupil behaviour. We therefore make regular professional development on strategies for managing behaviour a priority.

To support our Behaviour Management policy:

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time
- The class teachers in our school have high expectations of the children with regard to 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 code consistently. The teachers treat all children in their classes with respect and understanding
- If a child misbehaves repeatedly in class, in the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if behaviour continues, the class teacher seeks help and advice from the Phase Leader. If the inappropriate behaviour continues, advice is taken from the Head Teacher/Deputy Head Teacher.
- In the event of a child's behaviour becoming a barrier to learning then a meeting will be held with the child's parents and class teacher or SENCO to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If the difficulties are long lasting then a Care Plan will be written with targets set to help the child overcome these difficulties.
- 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, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. This includes organising continual professional development on pupil behaviour.
- The Head Teacher keeps records of all reported incidents of misbehaviour. (CPOMS)
- 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 anti-social behaviour, the Head Teacher may advise the governing body that a permanent exclusion is needed to ensure the learning of other children is not disrupted. This is in line with DfES 'Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units" (2007).

\*In the case of children who are excluded, the school has provision for 'Day Six Cover'. This means that from the first day of exclusion, the children will be offered provision at the Guidance and Learning Centre (GLC)

- The Head Teacher acts as the Lead Professional in promoting positive behaviour for learning.

### **The Role of Parents/Carers**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school:

- We explain the school rules in the school prospectus, and we expect parents to read them and support them. We also consult with parents on changes to the school Behaviour Policy
- We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If a child's behaviour continues to disrupt the learning of others we may ask a parent to work with the child in class for short periods of time until there are signs of improvement.
- We ask parents/family to stay away from the school fence during breaks and lunchtimes for safeguarding reasons as staff are not always aware of who adults are. It can also be quite upsetting for a child when they have to leave a parent.
- We expect parents to use social media appropriately. They must not discuss staff or school in an open forum and if they have issues should make an appointment to speak to the head.
- In the case of out of school clubs and educational visits the school reserves the right to ask a parent to accompany a child if behaviour is a cause of significant concern, both in the interests of safety of the child and others in the teaching group.
- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should contact the Head Teacher/ Deputy Head Teacher in the first instance. It may be necessary to arrange a meeting involving the class teacher at this point. If the 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 for reviewing their effectiveness. The governors support the Head Teacher in adhering to these guidelines.

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

## **12. DRUG AND ALCOHOL RELATED INCIDENTS**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day we have a clear Medication Policy which must be adhered to.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will be notified immediately. Any child who deliberately brings substances into school for the purpose of misuse, will be punished by a fixed-term exclusion. If the offence is repeated the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

## **13. PERSONAL AND SOCIAL EDUCATION**

In the Foundation Stage we provide young children with a range of experiences which help them develop a positive sense of themselves, respect for others, social skills and a keen interest to learn. Support is planned carefully to ensure children make good progress in the development of emotional well-being.

Through our on-going self-evaluation we demonstrate that curriculum arrangements are able to support learning effectively and promote personal and social education.

We assess children at the end of each unit to track pupil progress in personal and social education.

#### **14. TAKING ACCOUNT OF INDIVIDUAL PUPIL NEEDS**

The school takes into account the range of individual pupil needs when developing and implementing the behaviour policy. We focus on groups of pupils who may be at risk including children who:

- have learning difficulties and/or disabilities;
- are from minority ethnic and faith groups, travellers, asylum seekers and refugees;
- are looked after by the local authority;
- need support to learn English as an additional language;
- are sick, including those who are terminally ill;
- come from families who are under stress;
- any other group at risk of disaffection or exclusion.

All of these groups may at some point require the adults in school to take account of their individual needs and circumstances when applying the school's behaviour policy.

The school :

- makes special provision for pupils whose social, emotional and behavioural difficulties adversely affect their learning and that of others;
- takes steps to identify at-risk pupils in advance;
- ensures all adults in contact with the pupil know what action has been agreed in school.

#### **15. MONITORING AND REVIEW**

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Head Teacher keeps a record of any child 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. The governing body will seek to ensure that the school abides by all statutory guidance.

The governing body reviews this policy annually, in consultation with parents, pupils and staff. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Chloe Black  
January 2025

Reviewed with staff January, 2025

Reviewed and shared with staff and governors March 2025



## What is a 'Restorative Approach'?

- 'Restorative processes bring those harmed by crime or conflict and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.'
- (Restorative justice council, 2012)
- More info on Restorative Justice can be found at: <https://restorativejustice.org.uk/resources/woolf-within-peter-wills-story>

## What a Restorative Approach Does

1. It provides those who have been harmed (victim) with a forum to 'have their say and be heard', which is vital to the healing process.
2. Secondly, it presents the offender (harmer) with an onus of responsibility for their actions, an opportunity to make some form of retributive acknowledgement.
3. It can form the basis of some kind of reintegration of the offender back into his/her community that might possibly prevent further offending.

