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*Signed Headteacher* …… *Date of Signature:* ……

*Signed Chair of Governors* …… *Date of Signature*……

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## Vision Statement

***Walking in the footsteps of Jesus with Love, Trust and Forgiveness***

**Children Flourish**

Romsey Abbey Church of England Primary School will be a distinctive community, deeply rooted in Christian values, whose culture has limitless ambition, professionalism, engagement and caring at its heart. Staff, parents and governors will work together closely to give every child the best possible education and life chances.

The school will make a positive contribution to the local community and beyond.

***"Life in all its fullness"*** *John 10:10*

## Our Mission

At Romsey Abbey CE School we believe that a world of opportunity lies at our feet. We see our role as a school as instilling in learners the confidence to enable success and relish challenge. We help children, families and staff to learn how to demonstrate love and grow in our ability to forgive each other, to aspire to be the best we can be. We feel it is important to both rejoice in our own success and equally in the success of others. As a church school our whole school life is based around our common values of, "walking in the footsteps of Jesus with love, trust and forgiveness."

## Our Aims

Build a culture and ethos of support and respect, inclusive of language, ethnicity, ability and gender.

Create a healthy, safe environment through relationships, resources and opportunities which are accessible to all.

Provide an outstanding curriculum and learning environment that inspires, achieves the highest standards, creates a spirit of adventure, reflects culture and community and builds confident and independent learners.

Strive to build systems of communication that ensure all members of the school family have opportunities to contribute ideas and knowledge that will be valued.

### Behaviour Curriculum Intent

At Romsey Abbey CE Primary School **we teach behaviour and positive attitudes** as an important part of our curriculum and how we enable children to flourish. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. We recognise that high quality behaviour for learning is underpinned by strong relationships, responsive lesson planning and positive recognition. Our behaviour policy guides staff to teach self-management and echoes our core values that we are walking in the footsteps of Jesus with love, trust and forgiveness. Our three school rules of **Ready, Respectful, Safe** are displayed in each learning space and referred to in conversations around behaviour as part of our shared language of **High Expectations; Deep Empathy.** We teach children the skills, knowledge and understanding of how to behave well through our PHSE curriculum, our Habits of Mind, during collective worship and every interaction throughout the school day.

## Behaviour Curriculum Implementation: How do we teach good behaviour and positive attitudes?

### How will staff behave?

- Calm, consistent and emotionally controlled
- Model and recognise positive behaviours
- First attention to best behaviour at all times
- Plan lessons/interventions that engage, challenge and meet the needs of all learners
- Consistent positive reinforcement
- Relentless routines
- Build relationships with learners
- Address behaviour without delegating and follow up every time
- Listen to and understand children's views

### All staff every day

- Meet and greet children and smile
- Refer to **Ready, Respectful, Safe**
- Teach positive behaviours through our Behaviour Curriculum Maps
- Never ignore or walk past an unexpected behaviour
- Record behaviour on CPOMS when a child has not taken the chance to engage through, 'take a break' (1 minute timer in learning space)
- Use of our shared language, "**High Expectations; Deep Empathy"**

### Middle Leaders

- Stand alongside colleagues to support, guide, model and show unified consistency

### Behaviour Lead and Senior Leaders

- Stand alongside colleagues to support, guide, model and show unified consistency
- Identify and target staff training needs around behaviour
- Use behaviour data from CPOMS and Boxall Profile to assess and target behaviour through interventions including ELSA, Nurture, Social Thinking etc)
- Support with more complex behaviours
- Ensure that ECTs have support of a member of SLT available during parent meetings.

### SENDCO

- Identify additional external support for pupils, parents and staff and co-ordinate development of Behaviour Learning Plans

### Head Teacher

- Welcome learners to school at the front gate
- Model and lead staff behaviour to enable staff to teach pupils good behaviour and positive support**.**

**Stepped Actions**

- Redirection – Super Strategies such as gentle encouragement, 'nudge' in right direction, small act of kindness
- Reminder – of **Ready, Respectful, Safe** delivered privately, use de-escalation and deceleration strategies where possible
- Warning – clear caution privately outlining consequences if they continue

**with take-up time**

- Take a break – reflect for 1 minute, away from others, talk privately and give a chance to re-engage with learning
- Referral – to another classroom for a short period, this should be recorded on CPOMS alongside a restorative conversation and apology or completion of work at break/lunchtime/home dependent on nature of behaviour

**between each step**

- Escalation - if the behaviour still doesn't change or is unsafe for the rest of the class, the class teacher should use the class phone to call a member of SLT. The behaviour will then be dealt with on an individual basis.
- Identification from CPOMS of regular occurrences which will lead to a meeting with teacher and parents, supported by SENDCo or behaviour lead to put a behaviour learning plan in place and addition to the pastoral team list as appropriate. Further support from external agencies considered including Primary Behaviour Services, SEND advisors, Hampshire Inclusion.

**Ways to recognise high standards of behaviour that is 'over and above'**

- Praise
- Phone call home
- Courageous Advocate Award
- Golden Spotlight Award
- Footsteps Role Model Award

**Restorative conversation questions**

1. What happened?
2. What were you thinking at the time?
3. Who has been affected by your actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

**Serious breach - non negotiables**

This is an incident which may lead to a fixed term suspension. SLT will always take time and advice from Hampshire Inclusion to consider the best course of action. Alternatives to suspension will always be sought and include

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| Time 1:1 with staff to complete missed learning | Time at break time with Teacher | A conversation with the parent and SLT |

**Serious Breach examples:**
Physically hurting other children or staff (kicking, hitting, etc), destroying and damaging property, throwing objects, swearing, insulting language, discriminatory language, intimidation (both physical and verbal), threatening behaviour and language, harmful sexual behaviours, all forms of bullying, refusal to follow adult instructions, persistent disruption of learning, malicious false accusations against staff

Romsey Abbey Staff follow the advice and procedures as laid out in the DFE publication 'Searching, Screening and Confiscation'

Serious breach behaviours that take place outside of school will be also addressed by the school in accordance with this behaviour policy's serious breach section.

## Further Information Sources

**Links to other policies/documents**

Keeping Children Safe in Education 2025
Restrictive Physical Intervention Policy
Anti-bullying policy
Whistle Blowing Policy
Safeguarding Policy
Searching, Screening and Confiscation (DFE – 2018)
Pupil's conduct outside the school gates – Teachers Powers (DFE – 2016)
Dealing with Allegations of Abuse against Teachers and Non-Teaching Staff (DFE - 2012)

**Links to other websites**

www.gov.uk/government/publications/searching-screening-and-confiscation
www.gov.uk/government/publications/behaviour-and-discipline-in-schools

**Role Holders**

Names of all Role holders specified in this document can be found on the school website:
http://www.romseyabbeyschool.co.uk/

**Appendix A: Our Shared Language, "High Expectations, Deep Empathy"**

# High Expectations, Deep Empathy

## A shared language at Romsey Abbey CE Primary School

## Values: Love, Trust, Forgiveness

"We show love by…" "We choose to love each other." "You are loved."
"Everyone is unique and special." "We are a school family."
"We put others first." "Love is courageous and committed."
" (Can) I trust you to…" "You can trust that the adults will…" "How can we build trust?"
"We choose forgiveness." "What does forgiveness look like?" "Forgiveness is a strength."
"We celebrate differences." "It's okay to disagree. We are learning to disagree well."

## Rules: Ready, Respectful, Safe

"Are you ready?" "Show me you are ready/being respectful/being safe"
"When you are ready, we can…" "Show me what respectful looks like"
"We expect everyone to be respectful" "Are you being safe?"
"We …(walk in the corridors/use gentle hands/listen to instructions/wait our turn) to keep everyone safe" "My job is to keep you and everyone else safe"

## Attitudes and Habits of Mind

### Curiosity: Explore, discover and ask questions

"What else could you try?" "What might happen if…" "Why do you think…?"
"Have you tried…?" "How could you discover that?" "What do you notice?"

### Empathy: Understand and care how others feel

"I can see you are feeling…" "How are you feeling?" "How did you feel when…?"
"It's okay to feel…" "I feel … when …" "How does that make you feel?"
"How do you think they are feeling?" "I understand you are feeling… but…"
"How did that make others feel?" "How would that have affected others"

## Reflection: Think it through, decide what's next

**"How can you improve…?" "Did that work how you wanted it to?"**
**"Is/was there a better way of doing that?" "What have your learnt from that?"**

## Resilience: Never give up; keep having a go

**The Hurdles and the Goal "What is the hurdle in the way of your goal?"**
**"What will you do about that hurdle?" "Remember your goal is to…"**
**The Learning Pit "It's good to find things challenging"**
**"We can always learn from our mistakes" "Learning involves mistakes"**
**"Don't be afraid to get it wrong" "How big is the problem?"**

## Self-Management: Make good choices, be ready to learn, set goals

**"What's your plan?" "I'll know you are ready when…" "What's your target here?"**
**"What do you want to happen?" "What are your choices here?"**
**"Are you making a good choice?" "Are you being an ambitious learner?"**
**"What are you aiming for?" "What do you think will help you to be able to…?"**

## Collaboration: Working together as a team, sharing ideas

**"What's your role?" "What do you suggest?" "Thank you for sharing your idea"**
**"Are we being a good team?" "How can you help the team?"**
**"How can I help you?" "What help might you need?" "Please can you help me …?"**

## Creativity: Imagine, take risks, solve problems

**"What's your plan?" "Have you tried…?" "What else could you try?"**
**"What are your options?" "How will you solve that problem?"**
**"Imagine what the result will be if…" "What are the risks with that?"**
**"Are the risks worth it?"**

## Social Interaction and Communication

**"The expected behaviour is…"**
**"That was an unexpected behaviour when…"**
**"Show me whole body listening"**
**"Show me I can believe you are listening"**
**"We expect everyone to…"**
**"How big is this problem?"**
**"Can we make a smart guess?"**
**"I am wondering if…"**
**"I understand you feel that way and yet the expectation is still…"**

# Aiming High Heroes

**"Flourish in our learning" "Sense of pride" "Learning hero" "Courageous advocate"**
**"Amazing progress with…" "What are you proud of?" "What are you aiming for?"**
**"How can you be an ambitious learner in this lesson?"**
**"I'm looking for your best effort" "That's a wow moment"**
**"What have you achieved today?" "Can/how can you do even better?"**
**"Be your best" "I believe you can…" "We believe that you can…"**
**"You are better than that" "Can you aim higher?" "Go for it"**
**"Let's be …(Geography) experts?" "Who is going to become an expert… (Scientist)?"**
**"Have you challenged yourself?" "I expect everyone to…"**
**Talk about our rewards: house points / marbles / certificates**

# Restorative Conversation

What happened?
What were you thinking at the time?
Who has been affected by your actions?
How have they been affected?
What needs to be done to make things right?
How can we do things differently in the future?