



Policy Name:	<b>Behaviour Policy 2022</b>
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Responsibility for dissemination to new staff:	Headteacher

*Signed Headteacher* ..... *Date of Signature:* .....

*Signed Chair of Governors* ..... *Date of Signature*.....

**We are walking in the Footsteps of Jesus with Love Trust and Forgiveness**

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## Vision Statement

Romsey Abbey CE Primary School will be a distinctive community 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 be viewed by the local community as a centre of excellence.

## 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.

## Purpose of Policy

Romsey Abbey CE Primary School is 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 relationships, 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 conduct. We explicitly teach children how to behave through our PHSE curriculum, our Habits of Mind and during collective worship.

**One-page Behavior Policy**

**How will staff behave?**

- Calm, consistent and emotionally controlled
- Model 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
- Deal with behaviour without delegating

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**All staff every day**

- Meet and greet children and smile
- Refer to **Ready, Respectful, Safe**
- Follow up every time
- Never ignore or walk past a learner behaving badly
- Record behaviour on CPOMS when a child has not taken the chance to engage through, 'take a break' (1 minute timer in learning space)

**Middle Leaders**

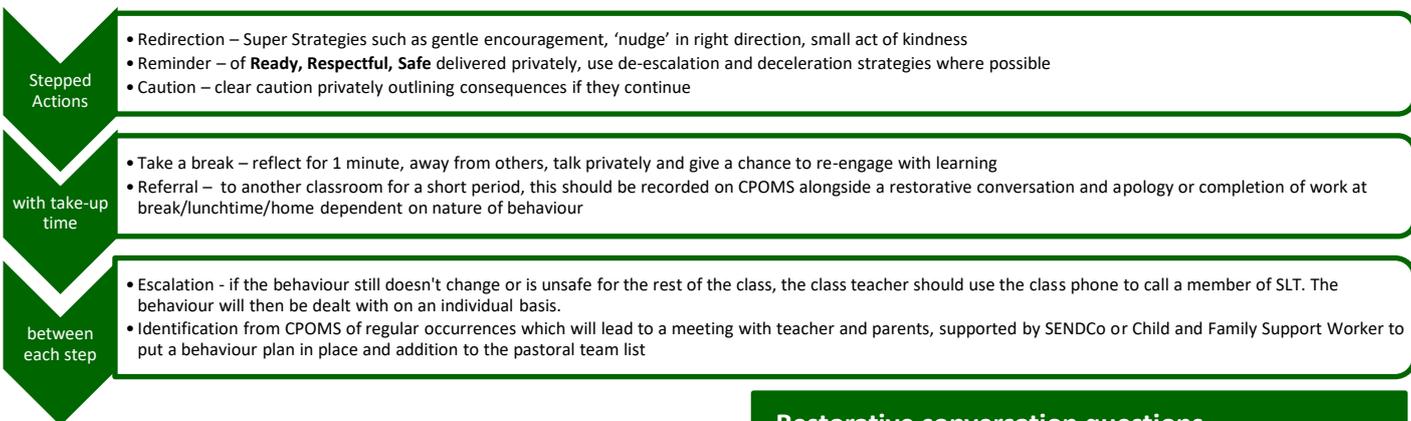
- Stand alongside colleagues to support, guide, model and show unified consistency

**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
- Support with more complex behaviours

**Head Teacher**

- Welcome learners to school at the front gate
- Manage staff behaviour to enable staff to manage pupils.



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

- Praise
- Phone call home
- Courageous Advocate Award
- Golden Book

**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 exclusion. SLT will always take half a day to consider the best course of action. Alternatives to exclusion will always be sought and include

Time 1:1 with TA to complete missed learning	Time at break time with Teacher	A conversation with the parent and SLT
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Romsey Abbey Staff follow the advice and procedures as laid out in the DFE publication 'Searching, Screening and Confiscation'

### **Further Information Sources**

#### **Links to other policies/documents**

Restrictive Physical Intervention Policy

Whistle Blowing Policy

Safe Guarding 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](http://www.gov.uk/government/publications/searching-screening-and-confiscation)

[www.gov.uk/government/publications/behaviour-and-discipline-in-schools](http://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/>

