



Aston Rowant C+E Primary School

Behaviour Policy

Vision: To be a community of courageous life-long learners, who are rooted in God, live out our Christian values and enjoy life in all its fullness. (Col 2:1-7)

Mission: Growing together, rooted in God and inspiring one another through our values and our broad enriched curriculum.

Strapline: Growing together, rooted in God, having fullness of life (Col 2:1-7)

Date of Policy: October 2025

Date of Policy review: September 2027

Head Teacher: _ Mrs H France

Date: 6th October 2025

Chair of Governors: Mr T Sowerby

Date: 6th October 2025

LINKED POLICIES

- Anti-bullying Policy
- Inclusion Policy
- Racial and Sexual Harassment
- Physical Restraint
- School Code of Conduct
- Home-School Agreement

KEY OBJECTIVE

We have the highest expectations for the behaviour of all children in the school, and visitors frequently comment on the excellent behaviour shown by pupils. Our core values of Gratitude, Resilience, Outreach, Wonder, Truth and Harmony permeate the school, and are both implicit and explicit within our behaviour policy.

Our behaviour approach is a very positive one: we celebrate and reward good behaviour and positive acts of kindness and respect. There are many ways we do this, including:

- Individual certificates leading to praise and celebration in our achievement assemblies.
- Class points leading to class rewards and the class cup.
- Regular verbal and written praise/feedback.

Rationale

Aston Rowant CofE Primary School expects a high standard of behaviour from all members of the school community. We believe that good behaviour, positive relationships and discipline within the school are essential if children are to learn and teachers are to teach effectively. Everyone in our school community has the right to feel safe, respected and valued. Our procedures for managing behaviour are based on the virtues of forgiveness and reconciliation. Both are woven into this policy and ensure we live out our school's inclusive Christian vision and values. Pupils must be free to enjoy their learning and social times at school. This policy shows the strategies we use to create and sustain constructive behaviour from everyone, in order to ensure the right conditions for learning.

As staff we work hard to create a supportive, safe and calm school environment in which the rights and responsibilities of everyone within the school community are understood, valued and upheld. We aim to assist every child to grow up as a positive British citizen with a clear and acceptable view of what is right and wrong; appreciating the needs of others and the society around them. Our whole school approach to behaviour reflects our inclusive Christian visions and values.

Aims

To have and maintain a good, happy working atmosphere within the school.

We aim to:

- create a culture in school where everyone can feel happy, comfortable, and confident with themselves and each other and where they can operate at their full potential and flourish as unique individuals
- develop in pupils the ability to listen and respect each other's views and show kindness, forgiveness and consideration to one another
- focus on restorative justice by pupils discussing the problems together, apologising and forgiving
- ensure that forgiveness and reconciliation are at the heart of our management of behaviour
- use the school vision and values to underpin all conversations about behaviour
- create a positive ethos where pupils can thrive
- promote good personal relationships between people based on cooperation and mutual respect, justice and reconciliation
- encourage a caring and responsible attitude towards the lives, opinions and property of others
- eliminate all forms of discrimination, disruption, harassment and bullying
- create a welcoming and cooperative school community
- reinforce good behaviour, which will help to promote self-esteem, confidence, and reinforce desired behaviours through good role models
- make clear to pupils the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow
- resolve behavioural problems in a caring and sympathetic manner as they occur, in an expectation of achieving an improvement in behaviour
- ensure that vulnerable and pupils with SEND receive behaviour support which is relevant to their specific needs
- support those pupils who find it hard to comply with the expected behaviour within school by establishing consistent and explicit systems of discipline
- ensure that all staff take responsibility for consistently supporting appropriate behaviour within the school, treating all pupils fairly and applying this Behaviour Policy in a consistent way
- deal quickly, consistently and fairly with any cases of this behaviour or bullying, using de-escalation techniques whenever possible
- establish prompt open lines of communication with parents to work in partnership to support pupils' behavioural needs
- refer, if necessary, to the appropriate support provided by the Local Authority

We have also written this policy considering Inclusion and SEN (Special Educational Needs). Our behaviour policy means developing a whole-school approach that supports the needs of all pupils, especially those with SEN, to ensure they feel they belong and can succeed. This involves understanding that some behaviours may stem from SEN, removing barriers to learning, and using a proactive and positive approach to behaviour rather than purely punitive sanctions. Key elements include providing appropriate provisions, making reasonable adjustments, and working with parents to understand and address the root causes of challenging behaviour.

Our inclusive behaviour policy means we aim to:

Whole-school approach: Create a calm, orderly environment that benefits all pupils and is built on positive relationships and a sense of belonging.

Understanding behaviour: Recognise that behaviour can be a form of communication and may be a response to stress or a way of coping with difficulties related to SEN. We have a 'can do' approach and focus on understanding underlying needs rather than just enforcing rules.

Removing barriers: Actively identify and remove barriers that prevent children with SEN from learning and participating fully.

Reasonable adjustments: Make necessary adjustments to policies and practices to prevent disadvantage to disabled pupils

Proactive and positive strategies: Focus on positive, proactive, and supportive approaches to behaviour that benefit all pupils, which can reduce challenging behaviours in the long term.

Roles and Responsibilities

We see it as the responsibility of every member of staff, every governor, every parent and every pupil alike to help to uphold these standards thereby maintaining a consistency of approach to behaviour management throughout the school. We need this behaviour policy to ensure these standards are clearly set out and everyone is aware of them.

The Governing Body

The Governing Body is responsible for reviewing and approving this Behaviour Policy in conjunction with the headteacher and monitor the policy's effectiveness and implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governors. The headteacher will also approve this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

All Staff

Staff in the school aim to create and sustain a positive, supportive and secure environment. They will prepare lessons to stimulate all pupils and provide activities that are differentiated to ensure a good match between content and ability.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

Parents/Carers

Parents/carers play a key role in their child's education and in determining the way their children behave in school. If parents/carers support the behavioural aims of the school, then the job of the school in promoting good behaviour will be that much easier. The school regards the relationship between it and parents/carers as absolutely crucial to the positive behaviour patterns of all pupils and hence to their successful learning.

Parents are expected to:

- Support their child in adhering to the behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils

Pupils in our school are generally well motivated and self-disciplined. They are encouraged to give their best and their efforts are recognised, and achievements rewarded. Pupils are encouraged to take responsibility for their own behaviour whenever appropriate. Positive reinforcement of appropriate and exemplary behaviour is a key feature.

Pupils are expected to:

- Show our Christian values
- It is expected that all pupils show respect and consideration by being well-mannered:
 - saying "please" and "thank you" when appropriate
 - speaking politely to everyone
 - opening doors
 - waiting to speak and not interrupting adults in conversation
- Caring for their environment
- Respectful use of school property
- Being sensitive to the needs of others
- moving quietly and calmly around school
- remaining silent when requested to do so
- taking pride in their school uniform and general appearance

Rewards

Although good behaviour may be rewarded, it must be expected. Maintaining high expectations is fundamental to the policy and to behaviour management in the school. At the beginning of the year, class rules and expectations of learning behaviours are established by the teachers and the pupils together. These are reinforced through school staff and in Collective Worship. Every effort is made to ensure that our approach to behaviour is based on mutual respect and on recognising and rewarding instances of positive behaviour.

It is important to have an agreed system of rewards in which great emphasis is placed on the positive aspects of praise and reward.

- Positive Praise
- It is recognised that good behaviour is based upon consistency, respect and mutual understanding. Praise is used to contribute to an ethos of warm friendly acceptance. It encourages positive esteem. Praise can be used to encourage both academic work and social behaviour.
- The recognition of good behaviour with a smile or a comment is a reward in itself.
- House points, stars and stickers may be given as a recognition of effort, achievement, courtesy and consideration.
- Pupils are given the opportunity to show work of which they are proud to other pupils and/or adults.
- The sharing of achievement either in class or in collective worship is perceived as a reward by many pupils. A pupil should be sent to see the Headteacher for an exceptionally good piece of work or exceptional effort or exceptional behaviour.
- Positive comments may be written on the pupil's work.
- Parents may be informed of, and shown, examples of exemplary work and behaviour - many pupils see this as a very effective reward.

Celebration Worship

Our Friday Worship recognises the achievements of pupils in each class as part of our celebrations. Pupils may be rewarded for academic achievements, behaviour, or other achievements. Our values certificates can be given to adults or children who are living out our vision and values.

Lunchtime and Playtimes

At lunchtime and playtime, we seek to promote positive behaviour and aim to create a happy and safe environment in which pupils can enjoy their periods of rest and relaxation. All staff who work in school are regarded as team members and are to be treated with politeness and respect. Lunchtime staff follow the principles contained in this policy when dealing with inappropriate behaviour.

Wrap Around Care

This policy also covers Aston Rowant CofE Primary School pupils that attend breakfast club, after school clubs and holiday club.

Behaviour Outside School

All pupils are expected to maintain our high standards of behaviour outside school when wearing their school uniform or representing our school. Behaviour that falls below our expected standard of our distinctive core Christian values and rules when on trips, residential visits or out in the community should be dealt with in the same way as within school.

Whilst wearing their school uniform out of school, if pupils pose a threat to another pupil, or their behaviour has repercussions for the orderly running of the school (thus bringing the school's good name into disrepute), their poor conduct will be dealt with in the same way as within school. A senior leader will contact parents and agree on the relevant consequence of their behaviour.

Sanctions

We actively promote positive behaviour. As part of the pupil's restitution for their behaviour the class teacher or Headteacher will expect the pupil to reflect on the meaning of our school values in relation to their actions.

The school has different levels of sanctions. A child may start at Level 1 and work through them, or automatically be placed on a higher level appropriate to the behaviour demonstrated.

Level 1: Verbal warning (or reminder/look)

Level 2: Name on board and tick (5 mins lunch/break detention/ may need to inform parents)

Level 3 : Child MAY be sent to partner class for 10 mins if helpful to defuse/provide a break
15 min break/lunchtime detention. Contact parents (in person/by phone) . Teacher to log incident

Level 4: Further significant incident Child sent to Headteacher for rest of session. Headteacher calls parents in for formal meeting. Potential loss of break/lunchtimes for a set period of up to one week
Potential internal exclusion up to ½ day. Headteacher to log incident

Level 5: Further significant incident Child sent to Headteacher/Headteacher asked to come to collect child
Headteacher meets with parents. Potential sanctions could include Staged disciplinary procedure with potential exclusion. Incident logged

All pupils start the day afresh.

An early intervention approach is used for pupils showing unacceptable behaviour. Initially this will be dealt with by the class teacher and then Headteacher and parents if the problems continue.

Dealing with a behaviour problem

A pupil should always be given the opportunity to regain his/her control and therefore it is necessary to avoid confrontation wherever possible. Forgiveness and reconciliation are central to managing issues of poor behaviour.

Course of Action to Be Taken

In order to avoid confrontation, we use an assertive discipline programme.

Warning the pupil should be the first sanction and the consequences of inappropriate behaviour should be explained.

The pupil should be given a chance to change his/her behaviour.

The sanctions and steps are outlined in a flow chart at the end of this document.

Pupils are encouraged to seek forgiveness and reconciliation. They should also expect to receive reconciliation and be forgiven by others.

The adult who has instigated the sanction, must return to that pupil after a time and ensure that pupil is aware of why they have received such a sanction, encourage that pupil to take responsibility for his/her actions and apologise to the injured party. If a child has been asked to leave the classroom the pupil may be given the responsibility to decide how and when to apologise and return to join the rest of the class on the condition that he/she behaves properly.

If a pattern of poor behaviour persists, the pupil's name will be entered into the behaviour log in the Headteacher's office. The parents will be informed and invited to discuss with the pupil's teacher and Headteacher how best to resolve the problem. Parents will be contacted to share concerns about any behaviour which is of a serious nature. The Headteacher must be informed if any meeting of this nature is taking place.

If an incident of behaviour causes serious harm to the pupil or others or inappropriate behaviour persists after the teacher has met with the parents and implemented a system of support, the parents will be invited to the school to see the Headteacher.

If the above sanctions fail to improve the pupil's behaviour, further action can be taken by the Headteacher as deemed necessary. In very serious cases, exclusion may be considered after consultation with the Governing Body.

Inappropriate Language:

Bad language is not tolerated at any time in school. Teachers ensure that pupils realise this fact and actively encourage polite, caring interaction at all times.

Monitoring Behaviour

Information in the behaviour log is monitored closely and data from this is used to report to Governors across the academic year.

Bullying

We have a positive approach to behaviour and incidents of bullying are rare at our school. Good examples of considerate behaviour and working together are modelled by all members of the school community. Bullying is not tolerated in school and everyone is expected to do their best to ensure that it does not happen. The whole school community are encouraged to report any incidents of bullying.

Bullying is any behaviour which is deliberately intended to hurt, threaten, or frighten another person or group of people. It is usually unprovoked, happens again and again as part of a pattern of behaviour, and can continue for a long period of time. It always reflects the abuse of power, with one (or more) person(s) a victim and the other, a bully, dominance of the powerful over the powerless.

This means the following behaviour is not tolerated:

physical aggression, such as hitting, kicking, taking or damaging belongings.

verbal aggression, such as name calling, threatening comments, insulting, racist remarks, teasing.

Indirect action, such as deliberately leaving someone out of a social group, or ignoring someone, spreading rumours about someone or about their background or family.

Use of social media to insult, swear, threaten, or persistently require a response

It is also unacceptable to be part of a bullying group. You are involved if you were there, and you did not try to stop it or get help.

If bullying is reported the school will take action to ensure the bullying stops, that the victim knows their situation is acknowledged, and that action will be taken to ensure they are safe:

- Any incidents will be recorded on MyConcern
- There will be discussions with all parties (including parents if necessary).
- There will be support from staff for those who are bullied and for those who bully, and the opportunity to reflect on their disregard of school values.

Any reported instances of bullying are always treated seriously. The pupil is listened to, appropriate action taken and the incident will be followed up over several weeks to ensure that the matter has been resolved.

The school will help to reinforce acceptable behaviour through its planned curriculum in P.S.H.E. (Personal, Social, Health Education) RE, and Collective Worship. At times, we may invite Thames Valley Police to come and talk to the pupils about specific areas of concern eg Cyber bullying, online safety.

Racial Incidents

If racial, abusive or homophobic language is used by a pupil to another pupil or an adult, it will be reported to the pupil's class teacher and headteacher. A written record will be created and reported on MyConcern and it will be discussed with parents of the pupils involved.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

As outlined in the DfE guidance <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> , all staff have a legal power to use reasonable force if in their professional judgement it is required. Staff may use reasonable force to restrain a pupil to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

In the event that a pupil requires restraining more than once, all staff will receive training in de-escalation, Team Teach training. The training provided allows staff to use guides and support to move pupils if they are needed.

The training means staff will ensure any handling is:

- applied using the minimum amount of force and for the minimum amount of time possible
- used in a way that maintains the safety and dignity of all concerned
- never used as a form of punishment

Any restraints will be recorded on our MyConcern system and reported to parents.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding policy.

Fixed-term and Permanent Exclusions

Only the headteacher has the power to exclude a pupil 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 possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the headteacher excludes a pupil, the parents or carers are informed immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make such an appeal. The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond 5 days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher. When an appeals committee meets to consider exclusion, they consider the circumstances in which a pupil was excluded, consider any representation by parents or carers and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decided that a pupil should be reinstated, the headteacher must comply with this ruling.

Key References:

Section 91 of Education and Inspections Act (2006)

Education Act 2011

Behaviour and discipline in schools DfE 2012

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

Team teach guidelines from: www.team-teach.co.uk

Diagram of Stages of Discipline (Y1-Y6)

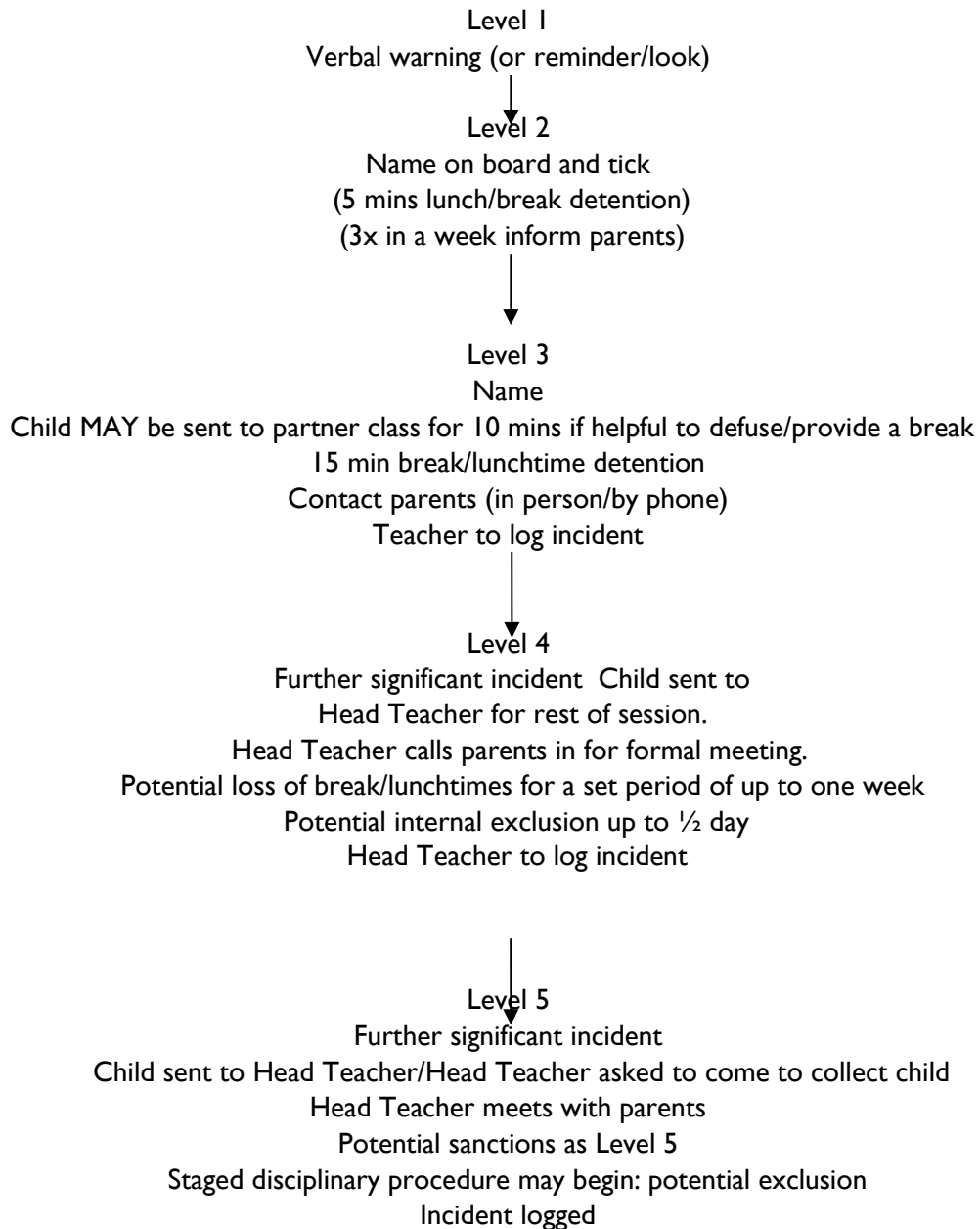


Diagram of Stages of Discipline (Early Years)

