



**Rowde C of E Academy**

## **Behaviour Policy**

**Date agreed: S e p t e m b e r  
2 0 2 1**

**Review Date: J u l y 2 0 2 2**

## Rationale and Aims

The Academy Council and staff of Rowde C of E Primary Academy believe that children learn most effectively in a secure and caring environment, where each individual can strive to reach his/her potential and feel a happy and valued member of the school community. Positive behaviour and mutual respect are central to our message of *Learn – Grow – Love*.

This can be achieved where there is effective discipline. The most effective discipline is self-discipline, where children are encouraged to take responsibility for themselves wherever possible, so that they can become independent, thoughtful and responsible adults. We encourage children to be caring individuals who show respect and consideration towards others whatever their race, culture, gender, ability or disability and to treat all property sensibly and responsibly both within school and the wider community.

The primary aim of the Behaviour for Learning Policy is not a system to enforce rules. 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, and is underpinned by our key values – We Are Rowde (Respect, Optimism, Wisdom, Determination, Enthusiasm and Love):

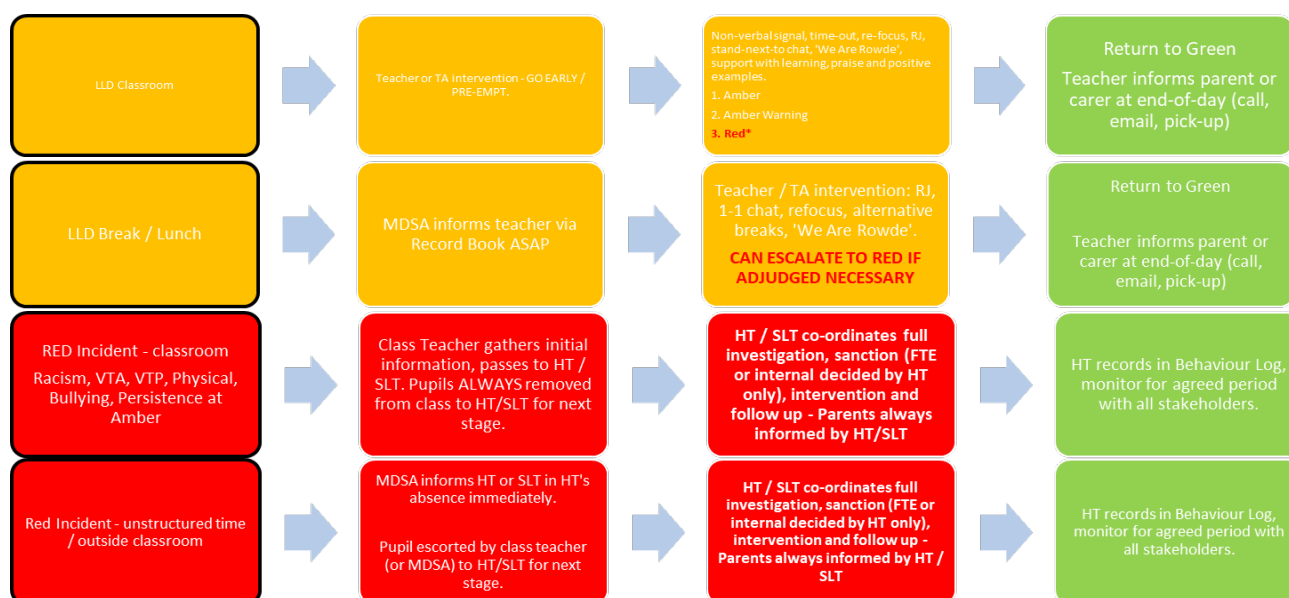
<b>We are Ready to Learn</b>	<b>We are Respectful of others and our community</b>	<b>We Rise to the challenge</b>
Optimism, Determination, Enthusiasm	Respect, Wisdom, Love	Respect, Optimism, Determination, Love
<p><b>We are ready for school every day</b></p> <p><b>We arrive with a smile</b></p> <p><b>We follow what our teachers say</b></p> <p><b>We always try our best in school and at home</b></p> <p><b>We follow the rules on litter, eating in the right places and moving around school</b></p> <p><b>We are Rowde</b></p>	<p><b>We never stop others from learning</b></p> <p><b>We are kind in what we say and do</b></p> <p><b>We listen to others and value what they say</b></p> <p><b>We look after each other, the school, its equipment and our belongings</b></p> <p><b>We recognise when we have got it wrong</b></p> <p><b>We are Rowde</b></p>	<p><b>We take pride in our work and everything we do</b></p> <p><b>We stick at things when they are hard</b></p> <p><b>We find new ways to succeed</b></p> <p><b>We improve our work to make it even better</b></p> <p><b>We believe we can be the best</b></p> <p><b>We are Rowde</b></p>

## Systems:

Incidents of poor choices or behaviour are managed using a traffic light system; when children make the right choice, they are Green. Minor issues such as low-level disruption are Amber, whilst more serious incidents are regarded as Red.

When children go to Amber or Red, teachers and support staff follow a clear system of actions, designed to ensure fairness, proportion, consistency and reconciliation. These are underpinned by a common language and with an understanding that great teaching and learning and the development of positive relationships are the most

effective ways of securing good behaviour. Our systems are summarised in the four flow charts below:



Discreet but consistent systems, based on the traffic light system and sharing the language of We Are Rowde are in place for Wraparound Care.

### Recording:

The Head Teacher maintains a record of all Red incidents, which includes a detailed record for all incidents that qualify as bullying, racist, aggressive/physical, sexual or which result in a FTE. These are reported externally periodically and monitored by The Executive Head Teacher for Acorn Education Trust.

### Positive Behaviours:

Alongside well-planned and delivered teaching, the rewarding and acknowledgement of positive behaviours is vital in encouraging We Are Rowde and the values that underpin it. We operate a range of reward systems within the school and across each class, sharing between each class the same positive language, weekly value and high expectations. Variation in the way we reward our pupils between classes is to ensure age-appropriacy and to meet the specific needs and demographic of each.

### Partnerships:

Rowde functions within a community and is committed to this partnership. We recognise that securing an excellent learning environment and good behaviours relies upon the participation of all stakeholders and a shared sense of purpose, and that we share a responsibility for encouraging positive behaviours beyond the school gate. Where there is disagreement about a situation, the Head Teacher will lead whatever work is required to address this, always with the safety, happiness and learning of our pupils – as well as the wellbeing of the Rowde community – as the priority. Parents are encouraged to work with us, and to refer to the Complaints Policy if they wish to.

**Fixed-term Exclusions:**

A Fixed-term Exclusion is the last resort in an situation and should only be used when lesser sanctions cannot acheve resolution. The decision to exclude rests with the Head Teacher or with the Executive Head Teacher in his absence. These are decisions not taken lightly but they remain the ultimate sanction of the school. In such cases the school will follow DFE guidelines on exclusions.

We acknowledge that we have legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Education Needs and Disabilities (SEND) – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

**Related Policies:**

Attendance  
Complaints  
Curriculum  
AET Safeguarding and Child Protection