ROKESLY INFANTS SCHOOL

Positive Behaviour Policy

Ratified: September 2025

Review Date: September 2026

Aims

We aim to provide a safe, stimulating and welcoming school with a calm, caring and well-ordered atmosphere within a framework of mutual respect. Our mission statement reflects this aim:

At Rokesly, Every child Matters in Every Way

In order to achieve this, all staff must take responsibility for maintaining good behaviour throughout the school and model the types of behaviour set out in the policy.

Our behaviour policy emphasises three expectations for **all members of the school community**:

- We expect all members of the school community to behave towards each other with mutual respect, consideration and tolerance.
- We expect all members of the school community to promote respect for property and the environment
- We expect all members of the school community to model and encourage safe and healthy behaviour in and around school

Rokesly School Rules

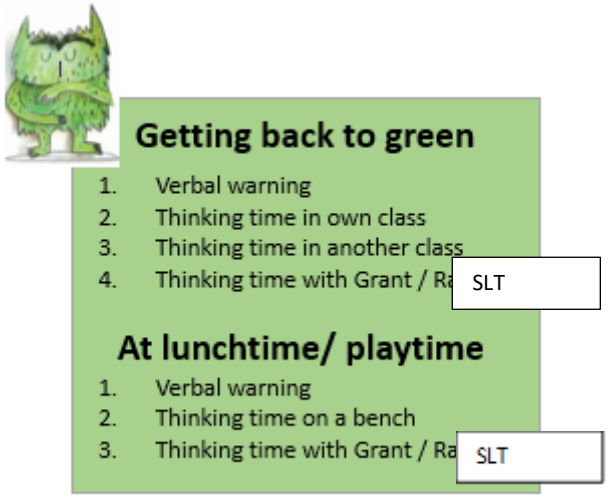
We expect children to be **responsible for their own learning behaviour**, to know the school rules and follow them. The school rules are:

Rewards and consequences

At Rokesly we expect children to be ready to learn. Through our curriculum and pastoral care, we support children as they develop resilience, emotional maturity and self-regulation. Children should recognise and be responsible for their own behaviour. We reinforce positive behaviour and personal achievement in the following ways:

- Public praise
- Share work / achievement with buddy class
- Work displayed for others to see
- Stickers
- Tell parents/carers
- Certificates
- Visit the head/assistant head teacher
- Certificate in Achievement assembly
- School 'smiley face' trophy linked to behaviour around school, in corridors and at lunchtime
- Class treats linked to class reward system (filling the jar)
- 'Thumbs up' tokens and class award for fair play and sporting achievement
- Lunchtime award stickers given by School Meals Supervisory Assistants (SMSAs)

When children do not follow the school rules the consequences are:



- Reminder of expectation – proxy praise
- Warning (verbal)
- Thinking time in own classroom – age specific timing (EY = 3mins, KS1 = 5mins)
- or in playground at play/lunch time (it is important that children quickly have an opportunity to return to their learning where they can demonstrate the expected behaviour – 'Getting back to green')
- Thinking time in another classroom– age specific timing (EY = 3mins, KS1 = 5mins) and parent/carer notified verbally by class teacher at end of day
- Sent to Head/Senior Leadership Team (SLT)
- Persistent behaviour will be noted and where no improvement occurs, parents will be invited to meet and discuss additional strategies to improve behaviour

Reporting to parents – It is important to inform parents of incidents that have occurred, not in a way that is punitive – the improvement (no matter how small) must be the focus of the conversation e.g. after a wobbly start, X got back to green and did a lovely piece of work.
We acknowledge that every day is a new start and a new opportunity for a child to demonstrate good behaviour.

Unacceptable Behaviour

Whilst we think it is very important to support and reinforce positive expectations and achievements, we believe we must also spell out very clearly what is unacceptable. The following unacceptable behaviour will result in more immediate action and will always be reported to parents.

We will not accept:

- Physical violence to another person
- Threatening behaviour including verbal bullying
- **Racist/sexist behaviour/negative attitude to disability – see Response to racist incidents appendix**
- Bullying
- Swearing/offensive language
- Cyber bullying

Bullying

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

We define bullying as 'deliberate and persistent intimidation of another person'.

See Rokesly Infant and Nursery **Anti-Bullying policy** for full details.

We would add that cyber bullying will also not be tolerated, for example, sending messages that are unkind via the internet or on mobile phones. (See Acceptable Use Policy)

Procedure for dealing with persistent unacceptable behaviour and incidents of bullying

- Incidents will be recorded
- All incidents will be investigated in a thorough, fair way
- Children and parents/carers should report all incidents to the class teacher
- We will ensure the victim is supported
- Head teacher/member of Senior Leadership Team (SLT) will always be informed
- Class teacher will discuss the incident with the class if appropriate
- We will always inform parents/carers if their children are involved
- If there are further incidents we will expect parents/carers to be involved in discussions about additional strategies to support improvement
- If unacceptable behaviour persists school may take the decision to recommend to parents/carers that their child be put on the special needs register to receive focused individual behaviour targets
- In the event of there being no improvement after all these processes a child could be formally excluded from school for a set period.

Sanctions and exclusions

In order to discourage children from behaving badly we believe it is important to teach positive behaviours. If a child misbehaves staff should ask him/her to stop the behaviour and should discuss the incident involved. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

Children also need to know there is a consequence to inappropriate behaviour. In the following tables we have listed inappropriate behaviours and a range of consequences which **may** be used, as deemed necessary.

This list is not exhaustive and gives staff framework for appropriate responses to unacceptable behaviour. Incidents are dealt with on an individual basis.

Behaviours and possible appropriate sanctions

Low level	Moderate level	Serious level
Fidgeting/ fiddling Telling tales Being noisy Failing to keep on task e.g. walking around the classroom when should be working Unkind remarks towards others or their family Bad language (one off) Interfering with other children's property Telling lies Being rude Running in corridors Pushing in line Borrowing without permission Leaving their work area untidy.	Consistently shouting out Consistently poor effort Distracting others Leaving the class without permission Deliberately hurting others Fighting Disregarding adults/not following an adult's instructions Stealing Spitting Threatening/aggressive behaviour Swearing/bad/rude language Refusal to co-operate Vandalism-graffiti etc. **Outside of school - bringing the school into disrepute e.g. poor behaviour on trip**	Serious physical/verbal threats made to staff or children Violent outbursts, verbal or physical to either pupils or adults Serious assault Throwing/kicking furniture or equipment Vandalism e.g. extreme damage to school property Carrying an offensive weapon Carrying or using drugs Leaving school without permission Sexualised behaviour or language **Racist abuse/incidents** Bullying (including cyber bullying)
Incidents are usually dealt with in class. Children will be given a warning and possible time-out Verbal check Warning Withdrawing attention Repeat of activity Time out within class Miss out on an activity Write a letter of apology Related sanction e.g. complete work, clean up mess etc. Take unfinished work home to complete	**Repeated incidents of any moderate behaviours – the SLT/Head teacher informed** **Parents may be informed** Time deducted from own time (playtime lunch) Time out in another class Extra work Reflect and write Contact with parents Informal parents phone call or meeting Loss of privileges (miss class trip or event, club attendance) Referred to SLT	**Head teacher informed** **Parents informed** Incidents recorded Involvement of parents Involve Inclusion manager Weekly behaviour chart Involve outside agency to access support Lunchtime exclusion Internal exclusion Modified timetable Fixed term exclusion Permanent exclusion **Racist incident procedure (see appendix)**

Any persistence of low level behaviours would move into moderate level		

Response to racist incidents:

Procedures

Report all incidents of racist behaviour to a member of staff as soon as possible.

This could be by:

- Writing a note which can be handed to the class teacher or the office – indicating that it is a racist incident
- Children may make staff aware of an incident by talking to staff or using our confidential 'TALK BOX' system
- Phoning or emailing the school office
- Speaking directly to the member of staff that you feel most comfortable talking to – all of our staff will report and act on your concerns
- Speaking with the class teacher privately and describing the incident
- Telling a senior member of staff e.g. Head teacher or Deputy Head teacher (either on the gate or by making an appointment)

We will ensure that the victim is always supported.
All racist incidents will be recorded on the pro forma and stored centrally.

The racist incident will be investigated quickly.

Parents of perpetrator and victim will be informed.

Action will be taken to address the incident with the perpetrator and to work on helping to change the behaviour

Outcomes

1. The perpetrator will be asked to apologise.
2. Sanctions will be applied (in line with our behaviour policy), where appropriate.
3. The incident will be discussed and any follow up work will be identified.
4. The parent of the perpetrator will be asked to discuss the behaviour with him/her.
5. Follow-up whole class work related to the incident.
6. After the incident / incidents have been investigated and dealt with, each case will be monitored to identify any patterns of behaviour.

Prevention

Our curriculum is designed to foster an ethos of empathy, respect and understanding and to challenge racism.

As and when appropriate activities in school will include:

- Reading and sharing stories relating to difference
- Using topics/stories which reflect our diverse community
- Teaching sessions designed to give children confidence in reporting racist incidents
- PSHE sessions focussed on difference
- Displays reflecting the diversity of the school community
- Using resources / curriculum content that reflect our diverse community
- Inviting visitors such as experts, community representatives and parents in to school as role models

All staff are vigilant with regard to behaviour among children, and will look out for, and respond to, incidents and reported incidents of discrimination.

Please do not be reluctant to report an incident. Please encourage your child to use 'TALK BOX' or talk with an adult that they feel comfortable with. Even small incidents must be dealt with quickly and effectively.

This policy is reviewed annually

Racist / discriminatory incident report

Child's name	Class
Reported by	Date

Description of incident
Reported to
Parents informed
Action taken

Signed_____