

Ripponden Junior and Infant School – Positive Behaviour Policy

December 2025

POLICY FOR SCHOOL BEHAVIOUR AND DISCIPLINE

Ripponden J&I aims to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

We have a Code of Conduct that sets out, in general terms, how we expect our pupils to behave in school and on visits. At the beginning of each school year, every class teacher should work with the class to create their own 'code of conduct' using words that all pupils understand. The class teacher should ensure that all elements of the Code of Conduct written below, are reflected in their class 'code of conduct'. All pupils are expected to behave according to the guidelines set out in the Code.

Aims

- To develop a Behaviour Policy, supported and followed by the whole school community – parents, teachers, children and Governors – based on a sense of community and shared values.
- To foster a caring, family atmosphere, using positive behaviour methods and reward systems in which teaching and learning can take place in a safe and happy environment.
- Through the School Curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- To support good behaviour through the implementation and adherence to effective systems and structures that help children to behave appropriately in a range of different social contexts.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour, placing the emphasis on restorative practices rather than punishment.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

Code of Conduct

- All members of the school community should respect one another.
- All children should acknowledge the authority of, and respect, their teachers and other adults.
- All children should show regard for their fellow pupils.
- All children should respect their own and other people's property and take care of books and equipment.
- Ripponden J& I expects children to be well-behaved, well-mannered and attentive.
- Children should walk sensibly and in single file along the corridor and always walk calmly and quietly around the school.

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- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.
- Physical violence is never acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language should never be used.
- Children are expected to be punctual.
- Children should not bring sharp or dangerous instruments to school.
- Children should wear the correct school uniform.

This Code of Conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

Positive Behaviour Management

A major intent of this policy is to encourage pupils to exhibit good behaviour. This is reinforced with systems of praise and reward for all children.

Ripponden J& I behaviour policy is based on our 'Branch Out' philosophy, through which children can be rewarded for:

- academic achievements
- non-academic achievements
- high levels of enthusiasm
- being kind and caring
- demonstrating resilience
- being consistently respectful
- going 'above and beyond' in work ethic or attitude

Class rewards

Each class uses Class Dojo points to reward the children for good behaviour, good work etc. These can be 'small things' like being ready to listen, sitting quietly, etc which by rewarding will encourage others to do the same. Once accumulated, these points can be exchanged for stickers to go on Grove, Orchard and Woodland Award sheets (see below). The number of points that equal a sticker is at the teacher's discretion.

Celebration Assembly

Each key stage has their own celebration assembly every fortnight where certificates are given to children who have been recognised as making progress in one of the 5 areas of 'Branch out'. Children are given a leaf with their name on to place on the 'Branch Out' tree in their classroom. Parents and families are invited in advance if their child is going to receive a certificate. In addition, Grove, Orchard and Woodland awards are also presented during this assembly (see below for more details).

Whole school rewards

A longer-term reward system to encourage pupils to work consistently hard throughout the year is also in place. Stickers are issued by teaching staff for those children who have gone 'over and beyond' in their work. The first reward is a Grove Award, then an Orchard Award and finally the Woodland Award. All rewards are celebrated in parents' assembly and are accompanied by a small prize and a certificate. Woodland award recipients are also presented with a book.

Growing Together, Reaching for the Sky

Teachers and other adults at Ripponden J& recognise the need to ensure that all interactions with children are characterised by positive, restorative language. Adults talk to children in a polite and respectful manner, modelling the behaviour codes they expect from the children at all times. Every opportunity to build children's self esteem through praise and positive reinforcement is exploited by all adults.

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, where necessary, their behaviour.

Low Level Behaviour

Teachers discuss appropriate behaviour with children in anticipation of the many different contexts that they are introduced to in school. Teachers have a duty to minimise the possibility of inappropriate behaviour by carefully organising their classrooms and movement around school. At Ripponden J&I we believe that most inappropriate behaviour can be eliminated by careful anticipation and organisation. Teachers should set high expectations for behaviour both in the classroom and around school. Transitions around school are known to be times when supervision of children is crucial. This includes lining up for playtime, lunch or hometime, getting ready for playtime or hometime (outside of the classroom), walking along the corridor, coming in and out of assembly. Children need to be reminded of the expectations during these times and should always be supervised.

Sanctions

There will be times when children behave unacceptably. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. Our Policy states these boundaries clearly and firmly.

Minor breaches

Minor breaches of discipline are dealt with by the class teacher, in a caring, supportive and fair manner, having regard to the age of the child. Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences.

Normal sanctions include:

- an oral reprimand and reminder of expected behaviour,
- loss of free time (such as play times),
- moving in class to sit alone,
- writing a letter of apology
- loss of a responsibility.

There is always a focus on supporting the child to understand the impact of their behaviour on others and to work to restore positive relations.

If the unacceptable behaviour is persistent or recurring, parents become involved.

Major breaches of discipline are:

- physical assault
- peer on peer abuse
- deliberate damage to property

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- stealing
- leaving the school premises without permission
- verbal abuse
- refusal to work
- disruptive behaviour in class

Ripponden J&I has a standard procedure for serious breaches of discipline. Failure to improve at any stage leads automatically to the next stage; each stage is recorded by the school.

This type of behaviour is rare at Ripponden J&I and it is the duty of the Headteacher or the Assistant Headteachers to deal with it promptly, particularly if the problem persists.

Procedures for Dealing with Major Breaches of Discipline

- An oral warning by the Headteacher concerning future conduct.
- Loss of playtimes and/or lunch times
- Withdrawal from the classroom for the rest of the day.
- A phone call to parents/carers informing them of their child's unacceptable behaviour.
- A letter to parents/carers informing them of their child's unacceptable behaviour.
- A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- Daily report to the Headteacher to confirm that behaviour has been satisfactory (term: one week).
- For continued, serious incidents at lunchtimes the child may be excluded for the lunchtime period (term: one week).
- If the problem is severe or recurring, exclusion procedures are implemented – after consultation with the Governing Body.
- A case conference with parents and support agencies.
- Permanent exclusion, after consultation with the Governing Body and the LA.
- Parents have the right of appeal to the Governing Body against any decision to exclude their child.

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

Lunchtime Supervision

At lunchtime, supervision is carried out by a team of supervisor's/staff members under the supervision of the Headteacher. They should maintain order; usually by reminding children of the standard of behaviour expected. Repeated minor problems might result in the child being asked to stand by the fence. This should diffuse the situation. The supervisor's/staff members keep note of children who misbehave persistently. These should be reported to the Headteacher or Assistant Headteachers if necessary. The children should treat the lunchtime supervisors and staff members with the respect due to all adults at Ripponden J&I.

Verbal or physical abuse is not tolerated.

Serious misbehaviour or repeated disobedience at lunchtime is brought to the Growing Together, Reaching for the Sky

attention of the Headteacher or Assistant Headteachers. This results in loss of privileges and play times. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for one week. This will be followed by possible exclusion for a fixed period and, if there is still no improvement, permanent exclusion.

Parents

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules. Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy.

Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

Persistent or significant unacceptable behaviour incidents are logged on the CPOMS system.

Challenging Behaviour

Challenging behaviour can take the form of verbal abuse, physical abuse, assault, defiant refusal, and absconding.

Intervention

If a child attacks another child or adult violently, refuses to calm down, and/or is a danger to themselves and/or others then physical restraint may be necessary (using the 'Team Teach' method). The child is removed and taken to a member of the Senior Management Team, who contacts the child's parents.

A CPOMS entry is completed and the situation discussed with the Headteacher or Assistant Headteachers, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs.

This might include the involvement of other agencies – Social Services, Psychology Service, Pupil Referral Service, etc.

For further guidance, refer to the Use of Reasonable Force in Schools (DfE July 2013)

Behaviour Modification Policy

At Ripponden J&I, the vast majority of children behave well. There are, however, occasions when individual children exhibit behaviour that is unacceptable. As part of our Discipline Policy of rewards and sanctions, all staff use behaviour modification strategies to change an individual child's behaviour.

Each child is unique, so we investigate the cause of the misbehaviour and apply an appropriate remedy.

Inclusion

Where it is the case that a child is finding it difficult to follow the school rules due to a special education need or disability (including neurodiversity), school staff, SENDCO, parents and carers and outside agencies as appropriate work together

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swiftly to plan a way forward. Plans are designed to provide additional support and guidance so that rapid progress can be made to meet our aim that all children will follow the school rules:

An individual behaviour plan may be written. This identifies short term, measurable targets linked to improved behaviour, and strategies that will be used at school (and home in many cases) to support these positive changes.

Progress towards these targets is closely monitored.

All staff who work with/ supervise these children should be aware of the child's needs and how to respond to any behaviour issues that occur. The way to manage these neurodiverse children is likely to differ from the usual procedures outlined in this policy.

Various rewards are used to reinforce positive behaviour:

- change in classroom organisation
- using different resources
- use of certificates, special stickers for such things as listening, being kind, helpful, and so on
- commenting on a child's good behaviour to other children/other classes
- showing achievements in assembly
- involving parents at an early stage to co-operate on an action plan.

By using a positive system of rewards and reinforcing good behaviour, Ripponden J&I School fosters children's positive self-esteem.

This policy will be reviewed on an annual basis, with the next review due December 2026.