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# Behaviour Policy

*October '25*

*Review date: October '26*



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Our pledge is for every member of our school family to 'gain a heart of wisdom' every day. We aim to live wisely as we **Amaze** with our knowledge, zest for learning and kindness to ourselves and others. We aim to live well as we **Achieve** our full potential in a happy, caring and fully inclusive environment based on the core values of Christianity. We use our wisdom and hearts to **Aspire** to reach great heights as we take flight on our individual journey of endless possibilities.

'Gain a heart of wisdom' Psalm 90 v 12

**Amaze. Achieve. Aspire**

*In our Behaviour and Discipline Policy, the vision to 'gain a heart of wisdom' is at its core, guiding how we nurture character, relationships and choices across our school community. Through our Ruby Red Rules—being kind, respectful and responsible, we teach children to live wisely, using their hearts and minds to make thoughtful decisions that reflect our Christian values. We Amaze through acts of compassion and integrity, Achieve by creating a safe and inclusive environment where every child can flourish, and Aspire by encouraging restorative reflection and personal growth. Our behaviour policy is not just about managing conduct, it is about shaping wise individuals who understand the impact of their actions and strive to contribute positively to their community, taking flight on their journey of endless possibilities.*



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## Harworth Church of England Academy Behaviour and Discipline Policy March 2024 Review

### 1. Introduction

1.1 This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social, and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour. It also contains our policy on exclusions.

1.2 We regard it as a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills to live fulfilling and rewarding lives as adults.

1.3 Behaviour that disrupts learning is unacceptable in our school. Through the consistent promotion of positive behaviour, we seek to minimise and eliminate such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

1.4 This policy is a reference point for governors, all staff (including new and temporary staff), voluntary helpers, parents, and pupils.

### 2. Aims and Objectives

2.1 It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly. We are a caring community, built on mutual trust and respect for all. The school's behaviour policy is intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment where everyone feels happy, safe, and secure.

2.2 The school has a set of rules focused on positive behaviour:

#### We show we are wise by:

- Always being kind – with our words and our actions.
- Always being respectful – for everyone and everything in and around our school. We listen, we are polite, we are honest, and we always show respect.
- Always being responsible – for ourselves and our school environment, both inside and out. We always try our best and treat each other fairly.



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These form the core of our behaviour expectations (ruby red rules). Please refer to [Appendix 1] for further details.

2.3 The school expects every member of the school community to behave considerately towards others.

2.4 We aim to treat all children fairly and to apply this behaviour policy consistently.

2.5 This policy aims to help children grow in a safe and secure environment, becoming positive, responsible, and increasingly independent members of the school and wider community.

2.6 The school promotes and rewards good behaviour to develop an ethos of kindness and cooperation. Examples of good behaviour include respect for each other, care for the school environment, positive listening skills, self-discipline, confidence, and high expectations.

### 3. Rewards and Sanctions

3.1 We praise and reward children for good behaviour in various ways:

- Teachers praise considerate, positive behaviour to underline its value to our school.
- Teachers award house/team points for particularly good behaviour.
- We send text messages to parents for good work and good behaviour.
- We award merits for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness.
- All classes have opportunities to lead achievement assemblies, where they share examples of excellent work and considerate behaviour.

3.3 The school uses the **Ruby Red Rules** to promote positive behaviour and administer sanctions. Please see [Appendix 1].

3.4 All children's names start in the **red pot** at the beginning of each session.

- If a child breaks a **Ruby Red Rule**, they receive a verbal warning.
- If a child continues to break any Ruby Red Rules, their name will move into the **yellow pot**, offering a chance to correct their behaviour and return to the red pot.
- If the behaviour persists, their name moves into the **blue pot**, resulting in missed break time.
- If a child moves to the blue pot again during the same day, they will go to the **Reflection Room**, where they will complete restorative reflective work focused on being kind, respectful, and responsible.



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Refer to [Appendix 2] for the behaviour flow chart and further details.

3.5 The school does not tolerate bullying of any kind. If an act of bullying occurs, we act immediately to stop further incidents.

#### 4. The Role of the Class Teacher

4.1 Class teachers ensure that the school rules are followed, and that their classes behave responsibly during lessons.

4.2 Teachers have high expectations for behaviour, striving to help all children achieve their best.

4.3 The class teacher enforces the classroom code consistently and treats all children with respect and understanding.

4.4 In accordance with the **Ruby Red Rules**, children who spend time in the **Reflection Room** are recorded in a book. They also complete a reflection sheet to consider their behaviour [See Appendix 3 for example sheet.

4.6 The class teacher informs parents when necessary. However, if a child is sent to the Reflection Room, a parent is always notified of this.

4.7 The class teacher keeps track of the children in each of the pots. SLT will then analyse this data and put school initiatives in place if they notice trends in behaviour.

#### 5. The Role of the Headteacher

5.1 The headteacher is responsible for implementing the behaviour policy consistently throughout the school and reporting its effectiveness to the governors.

5.2 The headteacher supports staff by setting standards of behaviour and assisting in policy implementation.

5.3 The headteacher keeps records of all serious incidents of misbehaviour.

5.4 The headteacher is responsible for issuing fixed-term exclusions for serious misbehaviour and may permanently exclude a child for repeated or very serious acts of anti-social behaviour.

Governors are informed of these actions.

#### 6. The Role of Parents and Carers

6.2 We explain the **Ruby Red Rules** on the school website and expect parents and carers to support them.

6.4 If the school needs to use reasonable sanctions, we expect parents and carers to support the school's actions.

## 10. Monitoring and Review



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10.1 The headteacher monitors the policy's effectiveness regularly, reporting to the governing body as necessary and making recommendations for improvement.



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## Appendices

### APPENDIX 1 (RUBY RED RULES).

#### **Ruby Red Rules**

*To gain a heart of wisdom*



We show we are *wise* by:

- **A**lways being **k**ind – with our words and our actions.
- **A**lways being **r**espectful – for everyone and everything in and around our school. We listen, we are polite, we are honest, we always show respect
- **A**lways being **r**esponsible – for ourselves and our school environment, both inside and out. We always try our best and treat each other fairly.

*“We have wisdom, we are wise, the ruby red rules help us rise!*

*Our AAA will remain and heart of wisdom we will gain.”*



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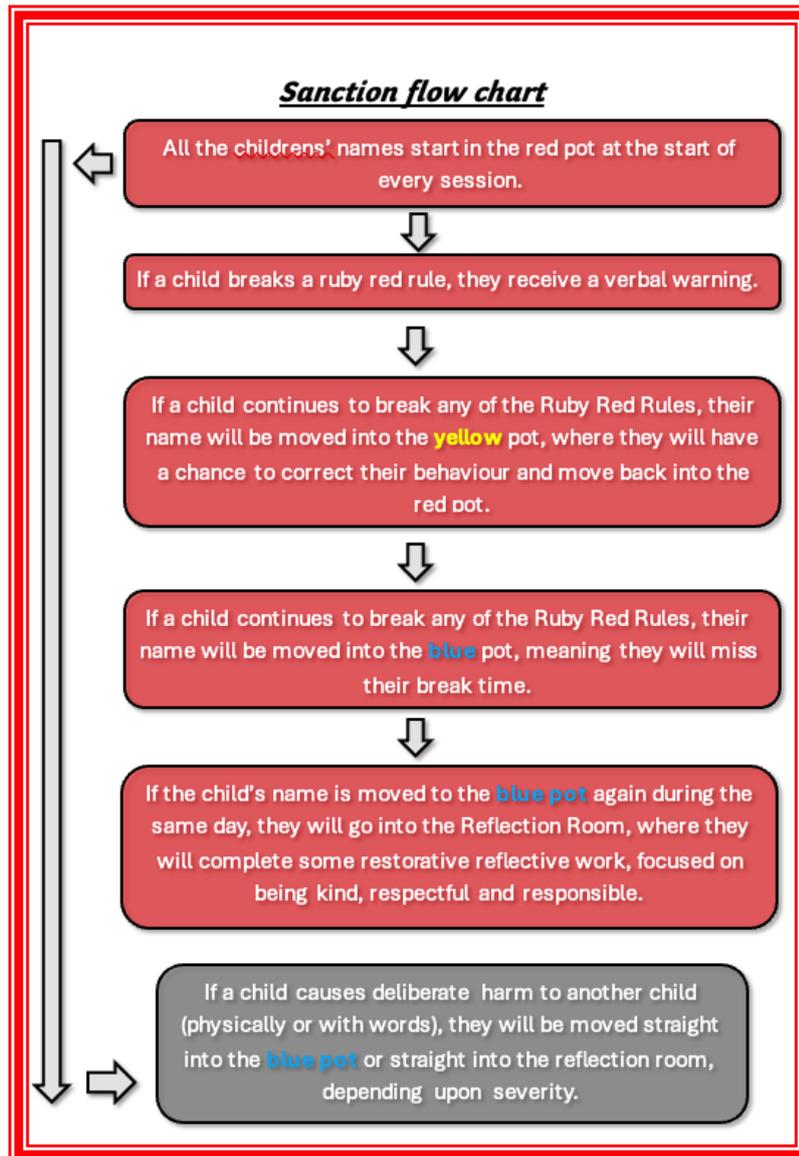
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## APPENDIX 2 (FLOW CHART).





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## APPENDIX 3 (REFLECTION SHEET)



### Reflection

*You have made a choice to do something. That means, you need to stop, think and reflect on the following things:*

1. *What was my behaviour?*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
2. *What were the reasons for me behaving like this?*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. *How did my behaviour affect others?*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
4. *How will I cope better next time, so that I don't behave in the same way?*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
5. *After reflecting on my behaviour, is there anything else I need to do?*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_.