



Together we make a difference!

Co-Head Teachers: Mr M Dodson & Mrs H Weston

Roe Farm Primary School

Inclusion, Relationships and Behaviour Policy



THIS POLICY APPLIES TO STAFF, PUPILS, PARENTS/CARERS AND GOVERNORS

Version Control				
No:	Date of Amendment:	Author:	Summary of Changes:	Date Shared with FGB:
1.0	September 2025	CHT – MJD	Behaviour Policy replaced with and Inclusion, Relationship and Behaviour Policy – in line with LA drive for inclusivity across mainstream schools.	November 2025

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Introduction/Purpose

At Roe Farm Primary School, we aim to create a caring, nurturing environment in which every member of the school community is valued as an individual and are encouraged to develop their full potential in all aspects of their life. We are a caring community with a strong emphasis on developing children's mental and physical wellbeing whilst celebrating academic achievement. This policy is designed to support the way in which the members of the school can live and work together, building positive and supportive relationships where all feel safe.

It is our belief that all children are of equal value, that every child in the school has the right to be taught without being interrupted or disturbed, and that all adults have the right to teach and work with children without having their authority or role undermined. In the school community, all children have a right to feel safe, secure, accepted and valued. The school will ensure they have a right to this wherever possible.

The children have discussed what they feel to be their rights and have developed three simple rules they believe will make the school a better place for all.

- **Be Safe**
- **Be Respectful**
- **Be Responsible**

These clearly link with our seven school values of:

Achievers
Friendly
Respectful
Optimistic
Enthusiastic
Motivated
Resilient

And with our school motto of **“Together We Make A Difference.”**

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Co-Head teachers.

The governors at Roe Farm Primary School believe that:

- Every child has the right to learn and no child has the right to disrupt the learning of others.
- All members of the school community should be free from discrimination harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- Every child should be given the opportunity to develop a sense of personal responsibility for his/her own actions.
- At Roe Farm Primary School, we value everyone as an individual that is capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Co-Head teachers in drawing up the Inclusion and Relationships Policy by stating the principles that the governors expect to be followed.

The Co-Head teachers will develop the Inclusion, Relationship and Behaviour Policy with reference to the DfE guidance document *Behaviour and Discipline in Schools – Advice for Headteachers and School Staff, February 2024*. This should include consideration of the ten key aspects of school practice that when effective, contribute to improving the quality of pupil behaviour:

1. A consistent approach to behaviour management based on building, maintaining and repairing relationships.
2. Strong school leadership.
3. Classroom management.
4. Rewards and sanctions.
5. Behaviour strategies and the teaching of good behaviour and development of character.
6. Staff development and support.
7. Pupil support systems.
8. Liaison with parent/carers and other agencies.
9. Managing pupil transitions.
10. Organisation and facilities.

THE SCHOOL' S MORAL CODE

Our moral code is based on the principle that we value every member of the school community. Teaching and Learning are our core activities and as a result, we insist on a constructive partnership between staff and pupils in which both can expect courtesy and respect. We actively promote awareness and development of this learning and these expectations through our:

- Inclusion Team
- Curriculum offer
- Flexible and Independent Learning opportunities
- School Council, Anti Bullying ambassadors and development of further roles of responsibility for children during the 2025/26 academic year
- House system led by Team Captains

RESTORATIVE PRACTICE

We believe children should be given opportunities to work restoratively and be openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Working restoratively is a whole school approach that places building, maintaining and repairing relationships at the centre of how the organisation works. It involves providing a culture of high challenge and high support throughout the organisation. Restorative practice ensures that every voice in school is heard. It encourages pupils to treat others with respect and to understand why relationships are important.

Our restorative approach helps pupils:

- Understand how their actions can affect others.
- Develop positive characteristics they can use in and out of school.
- Understand themselves and each other better.
- Learn why it is important to see another person's point of view.
- See that we all learn through making mistakes as well as through being successful.
- Learn how to move through conflict creatively.
- Repair relationships with pupils and staff following an incidence of poor behaviour or relationship breakdown.
- Restore working practices after resolving relationships.

PRINCIPLES FOR BEHAVIOUR

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Roe Farm Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Inclusion, Relationship and Behaviour, Anti Bullying and Equality policies, reflecting the duties of the Equality Act 2010.
- The governors believe children should be at the heart of the development of school expectations and these should be regularly reviewed with the involvement of children and staff.
- High standards of behaviour are expected and are set out in this policy. Governors and leaders expect all staff to work restoratively, with high challenge and high support.
- Governors and leaders expect a wide range of rewards, consistently and fairly applied in such a way as to encourage and recognise good behaviour and character around school.
- Consequences for unacceptable behaviour should be known and understood by all staff and pupils and applied with professional judgement. Wherever possible a restorative approach to resolution will be used alongside a sanction.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil, and staff are expected to use their discretion. Consequences should however be applied fairly, consistently, proportionally and reasonably, considering special educational needs and disability and the needs of vulnerable children. Support and assessment from within the school and from external agencies should be available to support as necessary for pupils who display continued disruptive behaviour.
- We expect pupils and parents/carers to co-operate as 'partners in learning' to maintain an orderly climate for learning.
- The governors strongly feel that fixed-term exclusions/suspensions must only be used as a last resort.

WE EXPECT THAT PARENTS AND CARERS WILL

- Work with the school to help pupils make wise and informed decisions that impact their attendance, achievement and well-being, including avoiding term-time holidays.
- Work with the school to ensure their child follows school expectations and procedures; see 'caring for people' and 'caring for the building and environment' and 'caring for property'.
- Encourage their child to show respect for members of the community and the environment.
- Support the school in modelling polite, positive relationships.
- Work in partnership with school staff to ensure that their child is able to achieve to the best of their ability.
- Be good role models for other members of the community.
- The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents/carers towards the school's staff will not be tolerated. If a parent/carer does not conduct themselves appropriately, the school may choose to restrict their access to the school premises.

CARING FOR THE BUILDING AND ENVIRONMENT

We expect all pupils to respect the school building, facilities and equipment and look after school property.

We expect pupils to use the allocated areas when participating in physical activities to prevent any damage to the school property.

Pupils who do not adhere to this are expected to contribute to the cost of any damage caused to school buildings or equipment and parents will be informed by the school leadership team.

CARING FOR PROPERTY

We expect all pupils to respect other people's work and property and to take pride in displays around the school. Pupils are asked to avoid bringing valuables or any of their own belongings into school.

REWARDS AND RECOGNITION

Pupils at Roe Farm Primary School are rewarded in a number of ways:

- Verbal praise/Star of the lesson
- Class dojo points to be redeemed for enrichment activities on a termly basis.
- Raffle tickets which are entered into a fortnightly prize draw.
- Letters / phone calls / postcards home to parents/carers.
- Stickers/badges.
- Achievements recognised in assemblies.
- Enrichment activities (inside/outside of school).
- Annual Presentation Afternoon (prize giving) for progress, participation and achievement.

ACTIONS IF PUPILS ARE NOT MEETING EXPECTATIONS

Each circumstance is treated individually. Staff are trained to make professional judgements on the course of action based on the nature and severity of the incident. However, a graduated response to managing challenging behaviour has been agreed and shared with all teaching staff. There a wide range of consequences / sanctions are available to staff to support the child in taking responsibility for their actions, repairing any harm caused or repairing relationships.

Sanctions include:

- Removal of social / break time.
- Lunchtime off site to avoid suspension/exclusions – parents will be notified by a member of the school leadership team should this being considered by the school.
- Removal of privilege – participation in activities.
- Removal from classroom (for a defined period of time).
- Fixed Term exclusion/suspension.

In some circumstances, it may be necessary that identified appropriate members of staff have the power to search pupils or their belongings if there are concerns.

Some of the ways we want to maintain good relationships with our local community is due to reinforcement of high expectations outside of school for our pupils. We may need to discipline pupils for negative behaviours outside school including issues that arise when witnessed or reported by others:

- Taking part in school organised or related activity.
- Travelling to or from school.
- That affect members of the school or our local community.
- In some situations, our schools' PCSO may be involved.

SAFEGUARDING

Roe Farm Primary School recognises that changes in behaviour may be an indicator that a pupil needs support or protection.

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Safeguarding and Child Protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to the Safeguarding and Child Protection policy for more information.
HARMFUL SEXUAL BEHAVIOUR (HSB)

At Roe Farm Primary School we are pro-active in minimising the risk of harmful, sexual behaviour through our RSE and PHSE curriculum but, in order to safeguard children, staff are expected to be vigilant ('it could happen here') and prepared to raise appropriate 'causes for concern'.

All concerns around peer on peer / child on child abuse will be taken seriously, reported, investigated, recorded on CPOMS and managed in line with the child protection procedures outlined in the school's Safeguarding and Child Protection policy, leading to appropriate actions, including consequences as necessary.

BULLYING

We use a range of measures to prevent bullying within the school community. Each year Anti Bullying Ambassadors work alongside the School Council to ensure the safety of every child at Roe Farm Primary School. Difference and diversity are celebrated to create a harmonious environment.

The school is trialing a coaching system for the 2025/26 academic year for pupils within the Inclusion Team. The coaching system will ensure all pupils have a responsible adult to talk to and an opportunity to form positive relationships with pupils of different ages and social backgrounds.

Bullying can take many forms including physical assault, social bullying, threatening behaviour, name calling, cyber bullying and sexualised bullying. Any form of bullying, which also includes derogatory remarks or harassment, persistent actions which humiliate, intimidate, frighten or demean someone, are not acceptable and will be taken seriously. They will be investigated, recorded on CPOMS and dealt with on an individual basis. All

incidents will be dealt with restoratively with appropriate consequences, the relevant parties will be communicated with.

DIGITAL TECHNOLOGY AND MOBILE PHONES

If pupils bring mobile phones to school these need to be handed into the class teacher upon arrival for them to be stored safely.

Pupils **must not use** their mobile phones at any point during the school day. The school does not take responsibility for mobile phones brought into school.

See mobile phone policy, agreement to be signed by parent/child.

LEARNING RELATIONSHIP AGREEMENTS (LRA)

Roe Farm Primary School is committed to developing consistent LRAs that will set the conditions for a positive and constructive learning environment for both staff and pupils.

Staff and pupils will agree a common language for expectations that must be met to maintain and increase progress. These will be displayed in each classroom along with the school's graduate response to managing poor behaviour choices.

Staff and children will be account accountable for meeting the expectations in each lesson. The LRA includes examples of recognition for conduct that meets and goes above and beyond the expectations. It can include consequences for conduct not meeting the expectations when appropriate. The LRA is the platform to challenge if expectations are not met.

Senior leaders will support staff reintegrating children into learning if the LRA is not followed. The LRA is a live document that can be adapted as dynamics and needs emerge through the year.

STAFF TRAINING

All staff receive an Induction package of basic training including:

- Restorative conversations with pupils, staff and families.
- Safeguarding.
- De-escalation training.
- Coaching.
- Duty training.
- Radio protocol.

EXCLUSIONS/ SUSPENSIONS

In some cases, the school may exclude a pupil for a fixed period (fixed term exclusion/suspension) if their conduct is deemed to warrant this sanction. We feel the re-integration of an excluded pupil is an important process as it is essential that we take the approach of 'partners in learning' with families. It is therefore expected that parents/carers will attend the reintegration meeting to discuss with school staff strategies to be introduced

to avoid a repeat of the behaviour that led to the sanction. Children will not return to school until parents/carers have attended this meeting and this can impact significantly on how well the child transitions back in.

POSITIVE HANDLING

Roe Farm Primary School believes that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, we recognise that, in certain circumstances, managing aggressive behaviour through positive handling interventions could be used. This is a last resort and rare but may be needed on occasion. The appropriate staff are trained to do this in line with Team Teach strategies.

UNIFORM EXPECTATIONS

All pupils of Roe Farm Primary School are expected to wear the appropriate clothing in line with our uniform expectations below. These expectations are reviewed as needed to reflect the needs of our diverse school community and any changes are communicated with pupils/parents. Our uniform expectations are primarily made on the basis of what is considered appropriate for a formal school setting. We ensure our uniform is simple, appropriate and affordable.

The school uniform consists of:

- Black/Grey trousers or skirt
- White polo shirt
- Long or short sleeved shirt with a collar
- White socks
- Black shoes
- Red or blue jumper/cardigan

During the summer months when the weather begins to get warmer the school uniform consists of:

- Red or Blue check dress
- White polo shirt
- Smart black/grey shorts
- White socks
- Black shoes
- Sandals (No bright colours). Should your child wish to wear sandals please make sure they wear socks

If pupils are not in the correct uniform then in the first instance class teachers will speak with parents/carers to establish if there is a genuine reason. If not and pupils continue to come into school without the correct uniform a member of the school's senior leadership team will request a formal face to face meeting with parents/carers to discuss further.